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Improving Results for Children, Youth, Families, and Neighborhoods: A Rationale for the Community Collaborative Wellness Tool

Why a Community Collaborative Wellness Tool?

Individuals and organizations in communities across the United States are seeking new solutions to the challenges facing their neighborhoods and the children, youth, and families who reside there. They recognize that they cannot successfully respond to these challenges alone. To promote change and improve results, they are creating a variety of new collaborative activities, usually by establishing a collaborative body that can plan, decide, and act.

Increasingly, these collaboratives are extending their focus beyond single problems or concerns. They are pursuing comprehensive strategies that cut across the education, health, and human service systems and engage neighborhood and community-based organizations. They are seeking fundamental reforms within and across these systems. Progress toward this goal has been significant in recent years, but much more remains to be done.

Some of these systems reform initiatives are moving across even wider boundaries. They are beginning to build connections with the community development movement, which historically has focused on economic and housing issues. They are seeking to enlist community leaders and make contact with the community organizing world, which seeks to enable people to organize themselves and represent their own interests.

The Together We Can (TWC) Partners believe a strategy that better connects systems reform, community development, and community organizing efforts is crucial to success. Without economic opportunity, the efforts of education, health, and human services, communities will be unable to produce healthy children and families. Communities without jobs, without decent and affordable housing, and without parks and playgrounds do not provide a suitable environment for nurturing children and youth. Communities without organizations which can speak for the diverse interests and aspirations of their residents lack the capacity to define their vision for the future and formulate solutions to their most pressing problems. Despite the growing recognition of the need to connect these historically separate reform efforts, there are no roadmaps available for undertaking this task.

It is in this context that the Together We Can Initiative designed Results for Children, Youth, Families and Neighborhoods: A Community Collaborative Wellness Tool. The wellness tool has two goals:

1. to strengthen the capacity of community-based collaborative efforts that seek to change how public, private, and community institutions work together to support children, youth, and families

2. to build bridges between these efforts and the community development and community organizing arenas to strengthen their efforts to create healthy communities.

The wellness tool reflects the experiences of many community collaboratives in working toward comprehensive reforms. It raises issues collaboratives must address in accomplishing their ultimate goals of improved results for children, youth, families, and neighborhoods. It pushes collaboratives to explore new relationships with community development and community organizing efforts.

Overview of the Wellness Tool

Elements and Stages of Systems Reform

The wellness tool integrates seven topical areas -- or elements -- of systems reform with five stages of collaborative change. By doing so, the TWC Partners seek to connect the content and the process of reform.

The seven substantive elements of systems reform are:

1. Collaborative Decision-Making: Establishing a decision-making group of diverse stakeholders (who are well known, are respected, and have buy-in from the community) to guide reform and perform critical policy and leadership tasks.

2. Public Engagement: Working to inform, educate, and involve the general public such that it can be involved in the work of the collaborative and help build political will for reform.

3. Parent, Consumer, and Neighborhood Participation: Engaging, as full participants, the people most affected by decisions concerning their well-being and ensuring that their assets are recognized.

4. Accountability for Results: Defining measurable results for children, youth, and families which promote collaboration across agencies and systems, and provide the foundation for a system of responsibility for achieving the desired results.

5. Comprehensive Services, Supports, and Opportunities: Creating the conditions needed to ensure that children, youth, and families succeed at high levels, including: effective services to meet individual needs, a nurturing community with a rich array of natural informal supports, and economic and social opportunities for personal growth and development.

6. Financing and Resource Development: Mobilizing and weaving together sufficient public, private, and community resources to achieve the desired results.

7. Leadership/Professional Development and Capacity Building: Creating the capacity within a community and among people working with children, youth, families, and neighborhoods to make positive change that produces tangible results.

TWC has sought to explicitly call attention to issues of equity and diversity throughout the elements of reform. Reform will not succeed unless collaboratives give serious attention to the inclusion of diverse groups, drawing upon their cultural strengths and ensuring equal opportunity for people of all backgrounds.

Movement forward on any element can leverage some change. When the elements interact, they create a powerful synergy for systems change.

The stages of collaborative change shown on the wellness tool are:

1. Getting Together: Bringing a diverse and representative group of stakeholders to the table.

2. Building Trust and Ownership: Building working relationships, establishing common ground, and clarifying a shared vision, mission, and values among stakeholders.

3. Strategic Planning: Designing a strategy and action plan to create a more effective system of services, supports, and opportunities.

4. Taking Action: Implementing the strategy and using its experience of what does and does not work well to change policy and current practices.

5. Deepening and Broadening the Work: Building connections with like-minded and complementary people, organizations, and collaboratives to create a more comprehensive and strategic change process that will produce even better results.

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A Spiralling Process

Displaying the relationship between the collaborative process and the substantive elements requires the use of a grid format. By overlaying the Together We Can spiral (see Exhibit 1), the TWC Partners emphasize the fact that, in real life, collaborative processes are not linear. As the spiral suggests, collaboratives often take several forward steps and then double back to address earlier unresolved issues. They try out new ideas, reflect on their actions, and go back and revise plans and actions accordingly.

Successful collaboratives continuously pay attention to strengthening what they already have achieved, and using those strengths to address challenges they are facing. Still, all collaboratives must move from planning to implementation to accomplish their goals, and all must address the same fundamental issues.

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Asking Questions

The TWC Partners use questions, rather than benchmarks, to convey the importance of viewing collaboration as a process of continuous inquiry. We believe participants must grapple with questions for themselves, for their organizations, and for their neighborhoods and communities.

Further, the questions should not be answered with a simple "yes" or "no." Rather, they are designed to help individuals and collaboratives assess how well they are doing in addressing the issues which the questions raise. When teams from community collaboratives work together to answer the questions, the wellness tool becomes an assess ment instrument to chart progress, identify challenges and fundamental issues that must be addressed, and create a more strategic course of action. TWC has designed a set of tools to enable collaboratives to use the wellness tool as an assessment instrument. Collaboratives can conduct this assessment on their

own or with the support of an external facilitator.

The next sections offer brief overviews of each of the elements and the stages of collaboration. The following section offers brief answers to the questions on the wellness tool. These answers explain the thinking behind each question and possible ways to address the issue.

The Elements of System Reform

COLLABORATIVE DECISION MAKING

Changing the way public and private agencies, community organizations, government, neighborhoods, and communities work together requires new forums for community decision-making. Collaboratives need to develop a process for deciding and carrying out their plans. This decision-making process must be inclusive. It must inform, influence, and potentially change or become part of formal community governance structures. Within any community, there may be an array of different collaboratives working toward reform and improved results. These can take several forms:

Community-wide collaboratives: This type of collaborative focuses on setting goals for improving results for children, youth, families, and neighborhoods across a broad range of dimensions of well-being. Often starting as a coordinating and planning body involving local government and major service funders, community-wide collaboratives usually seek to engage representatives of diverse sectors of the community, from parents to policymakers, from business and civic leaders to neighborhood leaders, from public agencies to community-based organizations. Many such collaboratives are emerging through state efforts to establish a single entity at the community level to address child, youth, and family needs. Typically, a community-wide collaborative does not offer services, supports, and opportunities directly. It sets the vision and strategy for reform, makes or influences decisions on the allocation of resources, and works to hold partners accountable for implementing reform efforts and achieving intended results. Increasingly these community-wide collaboratives are negotiating flexible new service delivery arrangements with states in exchange for greater accountability.

Issue- and service-focused collaboratives: Many community collaboratives form to address specific issues or service needs which require strategies that cross traditional lines of agency or departmental authority. Issues or service needs around which collaboratives have formed include: school readiness and early childhood develop ment, adolescent pregnancy prevention, substance abuse prevention, youth develop ment, juvenile justice reform, school-linked services, infant mortality reduction, af fordable housing, workforce development, and violence prevention. These collaboratives usually seek to design comprehensive, cross-system, community-based strategies to achieve their specific goals, and often have agendas that overlap with one another. In some places, these collaboratives are integrating themselves into a community-wide collaborative, or are developing linkages with such an entity.

Neighborhood collaboratives: An increasing number of collaboratives are developing from grassroots efforts to mobilize residents to address neighborhood concerns as the residents see them. These collaboratives may seek: 1) to design their own solutions to

needs such as neighborhood safety; 2) to ensure a stronger voice and better representation of their interests at the community level; 3) to negotiate new service delivery arrangements in the neighborhood; or 4) to engage in community building efforts that reweave the social fabric of the neighborhood. Unlike community-wide collaboratives, neighborhood collaboratives typically do not include those with direct decision-making authority over the allocation of resources at the community level; but they seek to influence them.

The wellness tool raises critical issues about collaborative decision-making: inclusiveness, legitimacy, representativeness, sustainability, ability to marshall resources across systems, ability to hold participants accountable for their actions, and adaptability to changing circumstances and new challenges. Over time, the decision-making and governance structures within communities must address all of these issues.

The wellness tool does not define an ideal structure for community governance. Rather, it is designed to apply to each of these types of collaboratives. As collaboratives within a community mature, and deepen and broaden their activities, it becomes increasingly important that they find ways to connect with one another. The collaborative decision- making group -- whether community-wide, issue- or service-focused, or neighborhood- initiated -- is responsible for pursuing the six other elements of systems reform.

PUBLIC ENGAGEMENT

Effective systems reform requires concerted sustained efforts to educate and involve the entire community. The public -- parents; business, labor, and civic leaders; elected officials; and taxpayers -- must be committed to the collaborative's vision and goals. Unless the public recognizes the need for collaborative action, it will not contribute the volunteer resources or support the investment of public dollars needed for success.

Collaboratives need communication strategies to reach and involve diverse audiences. Moving beyond public relations, collaboratives must explain to the public the challenges they are addressing, the solutions they are framing, and the results they are seeking. They must help the public see the human face on child and family issues at the same time as they work toward concrete results. They must help the public recognize the critical importance to invest resources in children, youth and families of all backgrounds.

Collaboratives must encourage participation by concerned citizens. Citizens can bring their expertise and interest to the collaborative's efforts by serving on committees, speaking at public forums, and carrying out ad hoc tasks to support the collaborative's work. Citizens also can volunteer to work directly with children and families. Experience and common sense tell us that caring adults make a difference in children's lives. Collaboratives must encourage and provide opportunities for this and other kinds of caring activities.

Regular accountability to the public is essential. This means regularly reporting progress to the public on how well children, youth, and families are doing. This includes identifying progress for the group as a whole as well as identifying telling patterns regarding who is not benefiting from services and support currently available.

Accountability also means informing the public about the results of the work of the collaborative. One measure of the success of a collaborative is the extent to which it

has established its visibility and credibility with the general public.

PARENT, CONSUMER, AND NEIGHBORHOOD PARTICIPATION

Research clearly demonstrates that parent participation in the education of their children is a major contributing factor to educational success. Still, too many schools are seen by parents as unfriendly. It is generally recognized that human services are far too deficit- oriented and problem-focused, ignoring the personal assets that those they serve possess, especially if families are from a different cultural, linguistic, racial or class background than the agency staff. Too often, public and private agencies give insufficient credence to the concerns of parents, neighborhood residents, and neighborhood groups. This institutional behavior fails to act on what we know -- that people who participate in decisions that affect their lives are more likely to achieve success and contribute to the success of others than those who do not. Such institutional behavior neglects the individual and communal assets that exist in all communities that can help achieve better results.

To change the system, collaboratives must see parents, consumers, and neighborhood resi dents as partners who have a primary voice in decisions addressing their own family, neighborhood, and group needs. This means significant and substantial representation in decision-making at all levels -- the community, the neighborhood, and the service delivery site.

Public, private, and community organizations must actively engage the parents, families, and neighborhoods they serve. Engagement begins by reaching out to parents, families, and neighborhoods; listening to their concerns; and creating a system of support that addresses those concerns. It includes challenging and changing practices that discourage parent and neighborhood involvement.

Collaboratives must keep in mind that most communities are far from monolithic. They include a wide variety of sub-groups reflecting differences such as race, culture, linguistic background, socio-economic status, gender, and neighborhood. Participation of people from these various groups is essential to gaining a comprehensive understanding and picture of what is happening in a community. Reaching out to parents and consumers often requires spending time building relationships of trust and developing strategies for building bridges across differences in race, language, culture and class.

A responsive system creates mechanisms that enable parents, consumers, and neighborhood residents to assess the services, supports, and opportunities that are available, and to negotiate necessary changes with providers and policy makers.

ACCOUNTABILITY FOR RESULTS

Improving results for children, youth, families, and communities must be the ultimate goal of the reform process. This requires that collaboratives be clear about the results they desire. The emphasis upon results is important for three reasons:

- Developing community consensus on measurable community goals can serve as a driving force for reform by making the community aware of the need for change.

- Clearly defined goals can lead to a discussion of the conditions that are necessary to achieve them and the development of strategies which cut across traditional profes sional service domains, and extend beyond those domains to mobilize other assets in the community.

- Measurable goals can form the basis for establishing new systems of accountability to ensure that community results are achieved.

Collaboratives need to establish systems to collect data on progress toward their desired goals. They should assess what is happening community-wide as well as look at results broken down by factors such as gender, racial or linguistic background to ensure all children, youth and families are benefiting.

The collaborative's goals and their indicators should be realistic. Collaboratives should carefully consider the level of resources needed to achieve the desired results.

Finally, collaboratives need systems to hold partners and the overall collaborative account able for fulfilling their individual and collective responsibilities in implementing the strate gies. Establishing mutual expectations and articulating guidelines for dealing with situations where partners "do not deliver" or when conflict arises can help collaboratives over difficult hurdles.

COMPREHENSIVE SERVICES, SUPPORTS, AND OPPORTUNITIES

Ensuring that children, youth, and families succeed at high levels requires that a number of conditions exist within a community: effective services to meet individual and family needs, nurturing environment with a rich array of natural supports, and economic and social opportunities for growth and development. In communities where these conditions are met, children, youth, and families succeed at high levels; in communities where they are not, they are at high risk. To succeed in achieving their goals, collaborative strategies ultimately must seek to create the services, supports, and opportunities for all children and families in their community.

Services: Many collaboratives start with a focus on bolstering existing, publicly-funded service systems (education, child welfare, public welfare, juvenile justice, health, mental health, employment and training, law enforcement, social services, and child care). Change involves more than providing increased support to these public systems, however. Collaborative strategies must involve changes in the manner in which these systems interact: with the children, youth, families, and neighborhoods they serve; with each other; and with other networks of support within the community. Publicly-financed services should reflect a new set of principles. They must be community-based, accessible, comprehensive, family- centered, asset-based, preventive, and culturally and linguistically appropriate. Given the changing demographics of the United States, services must also support a positive sense of racial, cultural and linguistic identity while also promoting understanding and respect for people of different backgrounds.

In addition, collaboratives must ensure that families can access these systems and other networks of support and opportunity in their community. The development of new services and supports -- family resource centers, home visiting programs, school-linked services, and prevention-oriented family support programs -- is based, implicitly if not explicitly, on a recognition that additional supports are needed if all children, youth, and families are to connect with the services, supports, and opportunities they need.

Supports: Children, youth, and families also need natural networks of support, in cluding a basic circle of caring relationships -- extended family, friends, neighbors, and co-workers. This fabric of community support also includes access to parks, libraries, recreation facilities, and programs; and a dense web of voluntary institutions including religious institutions, civic organizations, support groups, and self-help organizations. In general, these supports represent social goods that cannot be

"ordered" as a service to a specific child or family. Instead, they must be in sufficient supply for children, youth, and families to participate in those that best meet their interests and needs.

Collaboratives must be ready to address the need to build these community supports, particularly within distressed neighborhoods where such systems of support may be threadbare. This requires connecting with neighborhood residents to help bolster existing community institutions and to build new ones where they are needed. Collaboratives also must take concerted steps to ensure that publicly financed services do not see themselves as operating independently from these supports. Schools and human service providers, in particular, must seek to connect their work with voluntary networks of support.

Opportunities: Beyond services and supports, children, youth, and families need opportunities to achieve their own goals and dreams. At a most basic level, this involves employment at a livable family wage, safe and affordable housing, and reli able transportation. It involves a sound infrastructure of safe streets, clean water, and general neighborhood maintenance.

Collaboratives need to ensure that these opportunities exist for all children, youth, and families. This requires new partnerships with community development activities within distressed neighborhoods. It involves new levels of commitment from the business and financial communities. Collaboratives can serve as bridges across these constituencies.

FINANCING AND RESOURCE DEVELOPMENT

A collaborative must secure adequate financing and other resources to achieve its goals, both for planning and implementation. The collaborative's shared vision and resulting strategies must drive its financial and resource development activities. Strategies to finance a community's vision of reformed systems include: redeploying and redirecting existing resources, gaining maximum advantage from federal and state funding sources, leveraging private and community resources, and securing new funds when needed to achieve results.

Collaboratives must be careful to determine the scale of resources necessary to achieve the results they seek. At a time of increasing constraints on public resources, collaboratives must work to achieve better results by more effectively applying existing resources. They also must be prepared to make clear to policy makers and the public the level of resources needed to achieve better results for all children, youth, families, and neighborhoods.

On the public side, collaboratives cannot ignore large scale funding streams, including the new Temporary Assistance for Needy Families (TANF) Program, Medicaid (Title XIX), and Child Welfare (Titles IVB and IVE). Dealing only with financing from discretionary grant programs is not likely to be sufficient to create the pool of resources needed to achieve dramatically improved results. At the same time, funds from foundations and corporations cannot be overlooked as a source of support for a particular programmatic strategy. Such support often can help to secure significant public attention for the work of the collaborative.

Tapping the community's human and physical assets is another important resource develop ment strategy. Neighborhood and community volunteers, existing facilities, civic and reli gious institutions, and other organizations all have assets that can contribute to improved results.

Collaboratives also must ensure that they have access to the resources necessary to

carry out their planning and oversight functions. Whether through dedicated staff, shared staff from partner agencies, or administrative and staff support designated by other agencies and organizations, collaboratives must secure the necessary resources to sustain their own functions within the community.

Over time, collaboratives should be building long-range financing strategies to enable them to achieve the results they have defined. Developing such strategies, and successfully securing necessary resources, will require the efforts of all collaborative members and the larger community.

LEADERSHIP/PROFESSIONAL DEVELOPMENT AND CAPACITY BUILDING

Participants in the reform process -- at the policy setting, administering, service delivery, and neighborhood levels -- must develop new skills in working with one another and taking on new roles and responsibilities. Therefore, collaboratives need leadership and professional development plans at several different levels:

- for participants in the collaborative itself;
- for front-line workers and others working to support children, youth, and families;
- for parents, consumers, and neighborhood leaders;
- for policymakers; and
- for administrators.

Regardless of their role, participants need to change the way they think, work, and act, both independently and collaboratively. All participants need skills for working in multiethnic settings and building bridges across lines of race, language, class and culture. Policy makers need to understand the implications of shifting from the present fragmented categorical system to a comprehensive and integrated approach. Administrators must expand their role to work with other systems and to think about the needs of children, youth, families, and neighborhoods comprehensively and holistically. Front-line staff need to learn new forms of family-centered practice that build on family strengths and work across formal professional boundaries. Personnel from human services and community development organizations need to learn about each other's systems and philosophies so their efforts can reinforce one another.

Within neighborhoods, parents and residents need leadership development opportunities to become strong advocates for their interests, to build associations and networks to address identified needs, and to participate in collaborative settings with other community stakeholders. Government, business, and civic leaders need to interact with parents and neighborhood residents in mutual learning environments to understand the assets and capacities each brings to the table.

The collaborative itself needs to train and support staff capacity to carry out its responsibili ties. This includes the capacity to analyze and manage data, to examine and set forth policy alternatives, to negotiate new arrangements among agencies and organizations, and to design new leadership and professional development strategies.

STAGES OF COLLABORATION

The wellness tool contains five stages of collaborative change. In practice, collaboratives move in a spiralling fashion, going back and forth across stages as

necessary to fulfill their shared vision and desired results. In the end, the goal is to attain a sixth stage that is not shown in the wellness tool: "Going to Scale." The wellness tool's five stages of collaborative change, as well as the final sixth stage, are described below.

Stage One: Getting Together
Stage one begins when a small group comes together to explore ways to improve community responses to children and families, and achieve better results. It works to broaden its own group to better represent the diversity of interests within the community. This is the beginning of a continuing effort to ensure that all constituencies which will be affected by the collaborative's decisions, which have the power to make decisions, and which might block decisions are involved.

In this stage, participants engage in a series of exploratory activities that begin to develop a foundation for future action. They discuss their perceptions of how well children, youth, families, and neighborhoods are doing in their community.

The individuals create a representative group that has agreed to work together. They develop a plan and ground rules for moving forward. Individuals assume responsibility for leadership to move the work forward.

During this stage, questions refer to people as individuals or participants. By the time they move to Stage Two, these individuals have become a group.

Stage Two: Building Trust and Ownership
In this stage, members of the group establish common ground by acquiring knowledge about each other and the systems in which they work. Members also gain greater understanding about the social and economic well-being of children, families, and neighborhoods in the community; about how parents, consumers, and the general public view the existing array of services, supports and opportunities; about existing resources directed toward children, youth, families, and neighborhoods; and about available leadership and professional development activities. They scan the community to identify other initiatives and explore possible ways to work with them. In addition, the group begins to look at new strategies and promising practices.

During this stage, the group works toward short-term successes that can strengthen their relationships and demonstrate the potential of the group. The group often needs to work through embedded issues of race, class, and gender, and other identified issues to strengthen trust and relationships. It has generated sufficient trust and ownership in its shared work to begin to develop a strategic plan.

Stage Three: Strategic Planning
The collaborative begins its strategic planning by defining the specific results it seeks and identifies changes in existing services, supports, and opportunities as well as new approaches to achieve those results. The collaborative then develops a strategy for accumulating sufficient resources -- from members and other sources -- to support its strategy.

The collaborative's strategic plan includes approaches to: strengthen parent, consumer, and neighborhood participation; develop leaders and staff who can operate in new ways; and enhance its own capacity to fulfill its mission. The plan also describes how the collaborative will engage and inform the public about its work.

A collaborative will not necessarily address each element of systems reform in its initial strategic plan, given the complexity of the challenges it faces. Over time,

however, the plan should address all of the elements of systems reform.

At the end of this stage, the collaborative completes its plan and moves toward implementation. The collaborative should be reviewing its organizational structure to ensure that it can effectively oversee implementation.

Stage Four: Taking Action (Implementation)
In this stage, the collaborative must oversee the implementation of the strategies it has developed. This requires that it ensure accountability of its members to their commitments, that it deal with the operational issues associated with program implementation, that it monitor performance against results and make necessary adjustments, and that it secure continuing feedback from parents and consumers about its strategy.

Performance data and parent and consumer feedback enable the collaborative to modify its plans and begin to address policies and practices that are obstacles to achieving its goals. Leadership and professional development activities strengthen the capacity of participating organizations to deliver more effective services, supports, and opportunities, and to build a foundation for expansion of its strategies.

Stage Five: Deepening and Broadening the Work
Having taken action on a number of fronts, the collaborative is ready to look at how to deepen and broaden its work. Successful strategies must be expanded and effective practices incorporated into the mainstream of service systems.

In this stage, the collaborative, as a group, must: examine the involvement and commitment of its own members; seek new relationships with other similar initiatives; assess how the public, as well as parents, consumers, and neighborhood leaders perceive its work; more broadly pool and redeploy resources to achieve goals; and extend the emphasis on results- based accountability for its and others' actions. By building on its prior experiences, the collaborative can move toward broader and deeper implementation of what it has learned.

Stage Six: Going to Scale
Although not shown on the wellness tool, the sixth stage represents overall systems reform. Going to scale means implementation of new, more effective, strategies throughout the community that are of the scale to reach every child, every family, and every neighborhood. It means constructing a system of services, supports, and opportunities at a sufficient level to fully achieve desired results for children, families, and communities.

At this stage, the collaborative decision-making structures are formally recognized by local governing entities and private financing organizations. Parents, consumers, and neighbor hood leaders are participating actively in policy making and service delivery. A system of continuous professional and leadership development is in place. Accountability for results drives further refinements and reforms. Systems have been transformed and there have been measurable improvements in results for children, families, youth, and neighborhoods.

CROSS-CUTTING THEMES

Three key themes cut across the wellness tool and need to be infused throughout the work of the collaborative.

- Family-driven: The needs, strengths, and voices of families, youth, and neighborhood leaders must drive the changes that are made in systems. Systems must treat people as their customers, seeking continuing feedback about the quality and effectiveness of all services and supports that are provided. Families, youth, and neighborhood leaders must be represented where decisions are made that affect them.

- Respect for diversity and a commitment to equity: This respect and understanding must permeate the system -- from policy setting to front-line service delivery. This entails ensuring representation from diverse groups in decision-making; analyzing information in terms of the realities of different ethnic and racial groups; and designing services, supports, and opportunities that are appropriate to different cultures.

- A systemic focus: The challenges to achieving child, youth, family, and neighborhood goals cannot be met solely through better integration and delivery of publicly-provided services. They cannot be met by new services, supports, or opportunities "added on" to the existing array. All systems must be engaged in change -- public and private; formal and informal; economic, educational, social, psychological, physical, and environmental. The comprehensive wellness tool of change recognizes the need for a systemic focus in ensuring four key inter-related levels of activity:

    - assuring economic opportunity and social stability within all neighborhoods and communities;

    - establishing and supporting strong voluntary networks of support for all children and families at the neighborhood and community level;

    - assuring that publicly-funded service systems respond respectfully and holistically to children, youth, and families; and

    - assuring that the variety of needed publicly-financed services, supports, and opportunities are integrated, complementary, and sufficient to meet individual and community needs.

THEORIES OF CHANGE

Most participants in community collaborations do not spend the bulk of their time studying theories of change or digesting manuals on strategic planning. They respond in a pragmatic solution-oriented way to specific presenting issues, concerns, and opportunities. They take specific actions based upon general orientations and beliefs.

The questions in the wellness tool are designed to help participants better define the issues they need to address without having to construct and internalize elaborate theoretical constructs regarding change. At the same time, the wellness tool and its questions build upon organizational change and diffusion of innovation literature. From these frameworks, we have constructed our core beliefs about change:

- Change may occur through the design and development of new programs and services, with subsequent replication and adaptation of them throughout the community.

- Change may occur by radically shifting the culture, orientations, and practices within existing systems.

- Change may occur by encouraging risk-taking and innovation, and by building a management approach that produces learning organizations.
- Change may occur by building political support and momentum to address a need, whether or not a solution is immediately apparent.
- Change may occur because neighborhood residents organize to address their own concerns and ensure that these are addressed by larger institutions.
- Change may occur because community leadership works aggressively to achieve a shared vision.
- Change may occur because communities, states, and the nation have the political will to invest strategically in children, youth, families, and neighborhoods.

The questions, in one way or another, ask collaboratives to identify how they are planning to produce change, whether they are seeking to do so through new programs or initiatives changing organizational cultures and responses, fostering innovation, mobilizing public and political support -- or pursuing yet another path.

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Improving Results for Children, Youth, Families, and Neighborhoods: The Community Collaborative Wellness Tool

Beginning to Answer the Questions

The questions on the Together We Can (TWC) Community Collaborative Wellness Tool are designed to help collaboratives and their members learn more about the process and content of systems reform and jointly assess the progress of their collaborative efforts. To help these persons, and the consultants/facilitators working with them, understand the thinking behind each question, and possible paths for addressing the issues raised by the question, TWC has prepared this Q&A document.

The answers are a starting point from which people can build their own shared meaning and understanding about a particular issue. They reflect our best thinking; they are not the definitive answers. Asking questions and continuously searching for answers together is a critical capacity which TWC hopes that collaboratives will develop from their work with the wellness tool.

The answers to the wellness tool are organized according to the *seven elements* of reform.

- Collaborative Decision Making
- Public Engagement
- Parent, Consumer and Neighborhood Participation
- Accountability for Results

Leadership / Professional Development and Capacity Building

- Comprehensive Services, Supports and Opportunities
- Financing and Resource Development
- Leadership/Professional Development and Capacity Building

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I. COLLABORATIVE DECISION MAKING

STAGE ONE: GETTING TOGETHER

101 Have diverse and representative people and organizations committed to working together to improve conditions for children, youth, families and neighborhoods?

Collaborative initiatives typically begin with a small group of people who come together in response to the initiative of local lenders, a community crisis, a funding opportunity, or a state or federal action. This group of individuals must: 1) be committed to real change in order to improve results for children, youth, families and neighborhoods; 2) have the knowledge and skills (to reach out across the community to engage a broad array of people and organizations in the collaboratives' work); and 3) include individuals with a reputation as impartial leaders and brokers in the community.

102 Does that group include people who represent different neighborhood, community and institutional views and interests?

Often, the most critical task of the initial group is to expand itself to represent the diverse views and interests of the community. A basic principle of collaboration is that representatives of diverse perspectives must be involved in the process from the beginning. By applying this principle, initiating groups can avoid tension and conflict when people and organizations do not see "themselves" represented. Therefore, initiating groups must conduct careful stakeholder analyses to determine who should participate in the collaborative. Major stakeholders include: 1) youth, parents and neighborhood leaders; 2) major funders of educa tion, health and human services; 3) business, civic and religious leaders; 4) public, private and community-based providers of services and supports; and 5) elected officials. The group should reflect the demographic characteristics of the community, particularly in terms of race, ethnicity and age.

There is not a "most successful" formula for constructing the membership of a collaborative body. A set of simple criteria that has proven helpful suggests that the members should bring: 1) clout 2) commitment 3) diversity and 4) wisdom to the body.

Many community collaboratives are moving from "agency-dominated" groups to "citizen- driven" groups that involve a larger proportion of parents, neighborhood leaders, and civ ic/business leaders. A few collaboratives have shifted providers into an advisory role, with community leaders making decisions.

103 Have members agreed upon how they will plan and conduct their meetings?

Effective collaborative groups consider and decide how they will do their business.

They determine when to meet, how to set their agendas and who will prepare meeting summaries. They establish and follow ground rules for their dialogue to promote frankness and to help create a safe environment where participants can address difficult issues.

104 Have key people taken the lead to move the group forward?

Effective leaders are crucial to the success of collaborative initiatives.

These leaders have: 1) the respect of people and organizations with diverse views and diverse interests, 2) credibility with various different ethnic/racial groups, 3) the skills to build consensus on difficult issues, 4) a reputation as impartial brokers in the community, and 5) the ability to engage other community stakeholders. When people with some of these leadership skills step forward, the group can move ahead.

STAGE TWO: BUILDING TRUST AND OWNERSHIP

201 Are members getting to know each other personally and learn about each other's organizations and neighborhoods?

For people to work together for change, they must begin to know something about what drives them in personal terms and to understand the interests they represent. They also should learn about the organizations where they work and neighborhoods where they live. Methods for achieving this objective include: 1) conversations with parents, consumers, and front-line workers; 2) visits to successful, local service delivery sites; 3) rotating meetings at different sites, or consistently holding meetings at a neutral site; 4) experiential learning opportunities; 5) personal style inventories such as Myers-Briggs, Firo-B or other tools that enable people to understand each other's ways of working.

202 Can the group talk openly about sensitive issues?

In a safe environment people can talk openly about sensitive issues such as: ethnic and racial differences; a criteria for determining the effectiveness or ineffectiveness of particular services and agencies; power and control issues among the public, private and community-based organizations; and accountability. Creating such an environment takes time and commitment from participants. Creating time for open dialogue, setting ground rules for dialogue, and dealing directly with tough issues are tactics that can help create a safe environment.

Listening together to the voices of parents, consumers, youth and front-line workers; exploring data together on the status of children, youth and families; and deciding what results the group wants for children, youth, families and neighborhoods, also can help. External facilitators can be helpful in particular circumstances.

203 Has the group agreed on how it will make decisions, handle conflict and share information?

Effective groups recognize that conflict is an inherent part of a group process and jointly decide how they will make decisions (e.g., consensus, majority-rule); and how they will manage conflict. They also develop procedures for sharing information about the collaborative's work and the activities of their own agencies among partners. Working on these fundamental tasks may appear very basic, but too many joint efforts flounder because people do not give enough attention to little things.

204 Has the collaborative agreed upon a shared vision, purpose and principles to guide its actions?

A shared vision, purpose and principles are the collaborative's working tools. They should be used as a sounding board against which all decisions are evaluated. A shared vision defines the picture of what the collaborative is seeking to create; its purpose identifies the unique role that the collaborative intends to play in moving toward that vision; and its principles outline the criteria and values by which it will make decisions. If the shared vision, purpose and principles are incorporated into every document associated with the collaborative and used regularly by leadership, they become living tools, not words on a page. Remember to use this tool when the collaborative makes decisions.

STAGE THREE: STRATEGIC PLANNING

301 Has the group defined collaboration and identified opportunities for early successes in working together?

The term collaboration is often used by "collaboratives" but rarely defined in ways that allow a group to determine whether it is indeed working on the higher standard of collaboration rather than just coordinating or networking. Taking the time to define the term can help groups focus their work on fundamental change rather than tinkering at the edges of reform.

"Early successes" or "small victories" can be vital to the long term viability of a collaborative effort. Since collaboration is difficult and time consuming, small successes can give a group energy and strengthen commitment to the effort. However, collaboratives should be careful not to be deflected from their larger systems reform agenda, emphasizing easy wins at the expense of dealing with tough issues.

302 Have members agreed to use their personal and institutional clout and resources to achieve the agreed upon vision and plan of action?

Real change will not occur unless the people around the table are committed to making it happen -- in the collaborative and within their own organizations. At this stage in the collab orative process, there should be evidence that people will use their clout and resources to create change. Evidence of a willingness to use clout might include committing a pool of funds or redirecting staff; securing support from their own Boards of Directors for the collaborative's work; or promoting the mission and principles of the collaborative within their own organization.

303 Does the collaborative's organizational structure enable it to effectively oversee the implementation of its plans?

During the strategic planning process, collaboratives must consider how they will oversee the implementation of a new service and supports strategy. This may require some adaptation of the collaborative's organizational structure, which to this point has focused on planning functions.

An operations committee or implementation team may be required, consisting of members whose organizations are involved in implementation or a team of middle managers may be needed to monitor daily activities. Collaboratives must beware of the possibility that top-level leaders will delegate their work to others at this point, and gradually diminish their own personal involvement with the effort. Establishing clean lines of communication between Implementation Groups and the Collaborative will be necessary.

To this point, collaboratives also may have had a variety of different working committees, e.g., parent and neighborhood involvement, data collection and outcomes, or service delivery planning. This structure also may warrant examination

at this time.

It is most important to keep in mind the following principles: 1) do not have more committees that you can manage; 2) use ad hoc working groups that take on a task and then dissolve; 3) open up committees to a broad array of interested people to take the burden off collaborative members and spread the collaborative's vision and strategy throughout the community; 4) expect that the structure will continuously change to respond to the environment where the collaborative is working; and 5) worry if the structure is not changing -- you may be getting stuck in your ways.

STAGE FOUR: TAKING ACTION

401 Is the collaborative holding members accountable for following through on their commitments?

If partners do not fulfill commitments then collaborations simply will not work. Partners should define each other's responsibilities clearly in their operating plans. They should also anticipate that some individuals and organizations will not follow through and handle these situations as conflicts to be managed according to the group's conflict management guidelines. Written memoranda of understanding can be useful in clearly defining responsibilities and creating a written record.

402 Does the collaborative regularly discuss and act on personnel, fiscal and other day to day matters?

Bringing operational matters to the attention of the collaborative ensures the continued en gagement of participants and also provides a forum where barriers to effective practice can be considered and addressed. Differing personnel policies, supervision of workers from different agencies, the lack of cross-agency training and fiscal policies that vary by agency are all reflections of constraints to comprehensive service delivery. The categorical system dealing with these issues -- and generalizing from that experience to add broader policy and practice issues constraints -- is a crucial task of the collaborative.

403 Are decision-making, conflict resolution and communication processes working?

At this stage of the process, collaboratives should re-examine some of their established oper ating procedures and fine tune those procedures to facilitate smooth collaborative operations. Failing to attend to these basic tools for sustaining the collaboration may lead to more tension as the collaborative begins to address more difficult policy and practice barriers.

STAGE FIVE: DEEPENING AND BROADENING

501 Are members strengthening their commitment to the work of the group?

Participation by people in almost all activities naturally tends to ebb and flow. Collaborative leaders must be conscious of this reality and take action to ensure continuing commitment to the effort. Opportunities for reflection and celebration at regular meetings, facilitated retreats where participants examine their experience as a prelude to defining the next stage of their work, and personal conversations among leaders in groups can be helpful in reinforcing commitment. An even greater commitment will be necessary if the collaborative is to push forward to change the system.

502 Is the collaborative developing relationships with related groups and key

institutions working to improve the quality of life for children, youth, families and neighborhoods?

As it seeks to deepen and broaden its work, collaboratives should consider establishing more formal relationships with key institutions such as state and local government, school boards, United Ways and other major community institutions. To this point, representation from these groups may have been informal -- someone associated with the institution serves on the board, but there is no formal resolution from the organization that defines its role and relationship to the collaborative. Establishing formal ties can give the collaborative the credibility and legitimacy it needs to pursue its work more effectively.

Where more formal relationships already exist, the collaborative should assess the effectiveness of these relationships to work to strengthen them. For example, do board members from various groups know about the work of the collaborative and how it relates to the work of their own organization?

503 Do policies for selecting members and leaders ensure diversity and enable the group to sustain its work?

At this stage, a collaborative should give consideration to transitions in leadership and mem bership. These policies should recognize the need for the group to reflect the demographic characteristics of the community and to select leaders who will strengthen the group's visibility, credibility and legitimacy in the community. A task force of committed collaborative leaders could take on the challenge that this issue entails.

504 Is the collaborative making a difference in how member organizations do their work?

Too often agencies pursue programs and practices in collaboration with other organizations, while their own independent operations continue to function in the old way. By asking mem bers to identify precisely what they have done to take the lessons from the collaborative back into their own organizations, the collaborative can push change within its partner organizations as well as in their joint work.

Collaboratives also can promote such change by continuous communication with member organizations, through workshops and training seminars, and through site visits to new service delivery operations.

This question raises one of the most challenging aspects of changing the system. It requires that organizations and agencies ask themselves a very tough question: if we believe that the new way of doing business is working better for children and families, then how can we change the way we use existing resources to reflect that new way of doing business? This question is especially crucial during a time of dwindling resources.

505 Does the collaborative regularly discuss and act on its policy, media and other advocacy strategies?

Once collaboratives face the demands of managing joint service delivery operations, there can be a tendency to focus all of their efforts in that direction. As a result they neglect to address the policy issues which affect children, youth, families and neighborhoods and do not focus on changing the system. With major policy changes occurring in systems affecting children and families -- welfare, managed care, school financing -- collaboratives cannot ignore the policy environment if they wish to achieve results.

The advocacy role of a collaborative is a challenging one given the diverse array of stakeholders at the table. Public agency leaders may feel constrained to function as advocates, while neighborhood leaders want to push the policy makers and some leaders may be hesitant to support additional public spending. The collaborative's most important role in advocating policy is sharing its knowledge and experience with policy makers. The more policy makers hear from a diverse group of citizens who have hands-on experience working to support families, the greater the likelihood that policies will emerge that enable a collaborative to reach its stated goals.

Talking openly about advocacy is the first step toward defining an advocacy strategy for the group.


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II. PUBLIC ENGAGEMENT

STAGE ONE: GETTING TOGETHER

105 Have members discussed how the public views the challenges facing children, youth, families and neighborhoods?

Public attitudes toward the needs of vulnerable children, youth and families vary widely across the country. What the public believes, in this era of polling, has a major influence on policy decisions.

Any effort to engage the public, or the many different publics, must begin with collaborative members reviewing available polling data, looking through recent newspaper articles, talking with key community leaders, and sharing their own views about public attitudes.

Understanding these attitudes may be crucial as collaboratives explore potentially controversial service delivery strategies. Controversy might emerge around: 1) school-based health clinics, 2) any type of school-based social service, 3) services to support mothers and children moving from welfare to work and many other issues.

106 Have members discussed why it is important to build public support for children, youth, families and neighborhoods?

Regrettably, many people in the education, health and human services fields are not open to public involvement with their work. They have had relatively little training or experience in working with the public. In this context, a collaborative should begin by defining specific reasons why public support is important to its work. Purely agency-driven strategies that do not engage the public are not likely to achieve desired results.

STAGE TWO: BUILDING TRUST AND OWNERSHIP

205 Is the group seeking input from the broader community through surveys, public forums, focus groups or other methods?

Community assessment processes have become a common strategic element of community collaboratives. Such assessments tend to emphasize, as they should, input from present and potential consumers and front-line workers. Equally important, in the long run, are the views of other neighborhood residents and the general public who represent potential resources. Focus groups and open forums are useful ways to

gather such input. Structuring collaborative committees so that interested neighborhood leaders and members of the public can participate, and actively soliciting their involvement, are other tools for engaging the public. These individuals also can communicate the work of the collaborative back to their friends, neighbors and organizations.

206 Does the group know how key institutions (e.g., local and state governments, United Way, school boards) are organized and make decisions?

Members of the collaborative often may only know how decisions are made with regard to their own particular funding stream or program. There are many different institutions whose policy and budget decisions influence services and supports for families. Identifying these entities, determining what power and authority they have as well as how and when they make key decisions and finding ways to influence them is essential for collaboratives to function at both the policy and service delivery levels.

Knowing how such decisions are made is the first step toward influencing those decisions.

STAGE THREE: STRATEGIC PLANNING

304 Has the collaborative developed a strategy for keeping various individuals, residents, agencies and institutions in the community informed of its vision, plans, actions and successes?

The strategic plan for a collaborative must include a communication strategy. The communi cation strategy might include: 1) a focus on print and broadcast media; 2) articles in house organs of key groups (business, civic, religious); 3) a newsletter from the collaborative; and 4) an aggressive speaker's bureau. Too often communication is overlooked in the process of developing innovative service delivery designs, but it is the communication strategy which will help generate the community support necessary to make the strategy successful.

Communications tools should not be too burdensome to develop. People generally want a quick picture of what is going on. If they want or need more detail, they can always make the effort to find out.

305 Are the collaborative's decision-making processes open to the public?

Given the level of public mistrust of institutions today, collaborative decision-making should be open to the public. This will not be easy, given the conflict and tension that may be associated with the work. However, decisions made without public knowledge are likely to be suspect and diminish the credibility and legitimacy of the collaborative on the community. Opening up the process can help to avoid this problem. Collaboratives can create other opportunities for members to do work together informally, as necessary.

Credibility means believable or trustworthy. Legitimacy means having some formal status (perhaps legal). But whether the status is legal or not, the membership, structure and pro cesses of the collaborative must be seen as consistent with the way the community wants to do its business.

306 Has the collaborative identified and worked to obtain support from community individuals, agencies and institutions who could either block or help move its plan forward?

As the collaborative partners learn to work together they must remain aware of key constitu encies who could block or support their plan. The stakeholder analysis conducted earlier to determine who should be involved with the collaborative is helpful here, however, it is im portant that collaboratives continuously scan the environment to identify people and organiza tions who can support or hinder their work. These constituencies will not always be the likely suspects. For example, a collaborative that does not do a good job of parent and consumer involvement may find opposition at the neighborhood level; failure to consider the religious community may lead to opposition on a particular issue or to not tapping a rich set of resources.

STAGE FOUR: TAKING ACTION

404 Has the collaborative developed and made available a report card that tells the public how well (or not well) children, youth, families and neighborhoods are doing?

Informing the public about the conditions of children, youth, families and neighborhoods in the community is an important strategy for building public support. A number of communities now publish community profiles, community report cards or other statistical analyses designed to focus public attention on children, youth, families and neighborhoods. There are many local examples of such reports; the Casey Foundation's KIDS COUNT Report is a useful resource as well. Each collaborative should carefully select the measures of well-being it wants to present to ensure that the report will have credibility in its community.

The collaborative needs to have a media and public education strategy associated with the publication of the report. Possible tactics include: 1) keeping the data and analysis simple; 2) briefing key leaders in advance so they are prepared to comment on how the community is addressing these issues; 3) connecting media to real people struggling with specific challenges to put a human face on the data; and 4) planning follow-up conversation in the community about the implications of the data for all residents.

405 Are there opportunities for interested members of the public to become involved in the collaborative's work?

Citizens should be able to volunteer their services to a collaborative. Other citizens with expertise also might serve on committees or task forces of the collaborative. Engaging people in this way can generate a cadre of strong supporters for the collaborative's work. Other possible roles for citizens include: direct assistance and support to children, youth and families; preparation of newsletters and other communications activities; and organization of community celebrations and other events.

406 Is information on progress and changes in results publicly communicated on a regular basis?

Accountability is essential to engaging the public and sustaining public involvement with issues affecting children, youth, families and neighborhoods.

People want results. Collaboratives should develop easy to understand progress reports for the public. These reports should be clear about successes as well as failures, helping people to understand the challenges that the collaborative faces. Reports on the condition of children should be published annually.

407 Has the collaborative developed strategies for engaging diverse people,

agencies and organizations who have not yet been involved?

No matter how much work a collaborative may do at the outset to engage diverse constituen cies, not everyone will be on board. Identifying these constituencies as work progresses and finding ways to reach them can avoid potential conflict with groups that might oppose the collaborative's work, and also can help to engage new supporters. To do this, collaborative leaders must move about the community talking to people and developing ways to channel information to and from these constituencies.

STAGE FIVE: DEEPENING AND BROADENING THE WORK

506 Is public's awareness of (visibility) and support for (credibility) the collaborative growing?

Measuring credibility and support is a difficult task. Often collaborative partners will have informal indicators of visibility and credibility e.g., the scope of media coverage, numbers of volunteers, speaking requests, a growing mailing list, or queries from elected officials. Regardless of the measure, just asking and answering this question will likely lead a collaborative to new strategies for reaching out to the public.

507 Is the collaborative regularly involved in public dialogue about issues facing children, youth, families and neighborhoods?

Contributing to public dialogue on issues related to children, youth, families and neighbor hoods is one measure of the effectiveness of a collaborative. If collaboratives are asked to testify before policy bodies, if their input is sought formally and informally by elected officials and other policy makers, or if their data is used to inform community decisions, then the collaborative is helping to create a context for more effective policies and programs for children, youth, families and neighborhoods as well as the public will to make necessary investments to achieve real results.

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III. PARENT, CONSUMER AND NEIGHBORHOOD PARTICIPATION

STAGE ONE: GETTING TOGETHER

107 Do members include parents, consumers and other neighborhood residents?

Parents, consumers and neighborhood residents have critical knowledge about the assets of their communities as well as the effectiveness of currently available supports and services. Their early involvement helps to ensure that initiatives are grounded in an understanding of the expertise and realities of the families and their communities. Engaging at the front-end also helps to ensure that they understand and support the decisions of the collaborative as it proceeds with its work.

A critical task of any initiating group is reaching out and identifying individuals from among its constituencies who can participate. This task should occur before the collaboratives engage in any public activity. Existing community groups, including community development corpo rations, neighborhood organizations, school councils, Head Start parent groups, block clubs, and other similar groups are potential resources for identifying and recruiting parents and consumers. Over time, new

leaders may also emerge to participate in the collaborative's work. Collaboratives should pay careful attention to whether the people engaged reflect the racial, cultural and linguistic diversity of the communities served.

STAGE TWO: BUILDING TRUST AND OWNERSHIP

207 Has the group asked parents, consumers, other residents and neighborhood groups (civic associations, community development corporations, community-based organizations, etc.) their opinion of services and supports currently provided to children, youth, families and neighborhoods?

Assessing the effectiveness and responsiveness of currently available services and supports requires soliciting perspectives from a broader community and not simply relying upon the opinions of agency personnel. Collaboratives can use a variety of strategies for collecting this information. A data collection plan might include: 1) hiring neighborhood residents to interview their peers; 2) holding house meetings in the homes of recognized neighborhood leaders; 3) conducting telephone surveys; 4) sending out written surveys with AFDC checks; and 5) holding focus groups in community facilities.

Wherever possible, collaboratives should involve parents, consumers or other neighborhood residents in designing strategies for collecting data as well as analyzing their results. They can provide critical insights into the best ways to contact people their communities as well as the meaning or accuracy of key findings.

Agency personnel should also be prepared to find community members and parents calling for supports that fall outside of their traditional roles and services. For example, residents may ask for car repairs so they can get to work or basketball hoops for youth rather than parenting education or mental health services. If systems are to change, then agencies will have to deter mine how they can respond to these very real issues.

208 Has the group identified practices which encourage or discourage participation by parents, consumers and other neighborhood residents?

Schools, other human services agencies and even community-based organizations often will lament the lack of parental participation. Indeed, achieving such participation is a significant challenge. Too often, however, these organizations do not look at their own behavior to determine how they may inadvertently, or through bad habits, be discouraging participation: an unfriendly voice on the phone, the presumption about what parents should know, body language that implies a lack of respect, or inability to understand a person's language. All of these are real factors and exist in too many situations. An analysis of existing practices in cooperation with parents and consumers can be an important step toward enhancing participa tion in the existing systems of services and supports.

209 Do members understand the historical relationships between agencies and the neighborhoods or people they serve?

History is important in relations between agencies and communities. Some agencies, while continuing to be funded, do not necessarily have positive reputations in their communities or high utilization rates. Families may avoid certain agencies or services because they feel they are unresponsive or even believe that the agencies have had a damaging impact on members of their family or community.

As collaboratives begin their planning, it is important to learn about the history of agencies and the communities they serve -- both positive and negative experiences --

and to discuss the implications of this information for their action plans. Understanding community perceptions of agencies can, for example, help the collaborative determine where the best sites are for conducting community meetings or providing services, or whether actions need to be taken to build trust and change the image of a service or agency.

STAGE THREE: STRATEGIC PLANNING

307 Do parents, consumers and other neighborhood residents involved in planning reflect the diversity of the population being served?

Far from being monolithic, most communities include a wide variety of sub-groups reflecting differences such as race, culture, linguistic background, socio-economic status, gender and neighborhood. Engaging diverse participants who can provide the collaborative with infor mation about the realities and perspectives of members of these different groups is essential to gaining a comprehensive understanding and picture of what is happening. Sometimes, even if efforts have been made to engage parents, consumers and neighborhood residents, those partic ipating may not reflect the diversity of the entire community. The beginning of the strategic planning stage is an opportune time to revisit the participation issue, and work to ensure that participants do, in fact, reflect the community's diversity.

Involving key stakeholders may require reaching out to groups across differences in culture and language. Community-based organizations, ethnic associations or community leaders often can offer critical advice and help with approaching new groups. At this stage, adding people to the group often also requires paying special attention to the orientation and support of new members.

308 Does the collaborative's agenda respond to the concerns and hopes of neighborhood residents or its target population?

If parents, consumers and neighborhood residents are involved and if the voices of parents and others have been clearly heard, then the collaborative should be in a position to formulate a plan that reflects neighborhood concerns and hopes. Even in the best situation, however, it is important to step back, and create an opportunity to review the emerging plan relative to expressed community concerns. Scheduling time at a meeting for that explicit purpose can be a useful tactic in this context. This will ensure that family and community interests -- not agency interests -- are driving the plan.

309 Are consumers, parents and other neighborhood residents organized to define their common interests? If not, is the collaborative taking steps to help them organize?

There is an important difference between involving individuals as collaborative members and having them come as representatives of organized community interests. In the case of indi vidual membership, the perspectives of professional collaborative members can be more dominant. Where individuals represent an organized constituency, they bring more power and influence to the table, and have a constituency to which they are accountable.

Where people are not organized, the collaborative might consider how it can support a com munity organizing strategy.

An organized community has more social capital available to solve its own problems and help achieve real results. An organized community also may challenge public and private agencies in the collaborative and seek to hold them more accountable. This is

a different paradigm for many people -- it represents a step toward systems change.

STAGE FOUR: TAKING ACTION

408 Are parents, consumers and other neighborhood leaders involved in implementing the plan?

Once implementation begins, there can be a tendency for agency leaders and organizations involved in the delivery of services and supports to be assigned the primary responsibility for oversight of the implementation process. Parent, consumer and neighborhood representatives should be included equally in the implementation process. They can be the eyes and ears of the collaboration in the communities, talking to participants and neighborhood residents about their perceptions of the services and supports and providing feedback to the collaborative.

409 Is there a process for parents, consumers, and neighborhood residents to provided feedback on the services and supports provided to children, youth, families and neighborhoods?

Few programs and services, whether collaborative or otherwise, have developed ongoing systems to collect feedback from parents, consumers and neighborhood residents about the quality and responsiveness of services and supports. Many collaboratives will seek this input in the planning process, but continuous assessment of services supports is less likely.

Creating a new system of services and supports means building in mechanisms for feedback as part of a continuing self-assessment process. This might include: 1) brief customer surveys following participation in a particular activity; 2) regular focus groups with participants on what they like and do not like; and 3) hiring residents to conduct occasional neighborhood surveys. Formal evaluation techniques also can serve this purpose, but they are typically conducted at too long a time interval to provide timely input concerning program operations. Community-based organizations have a unique capacity to manage this assessment process on behalf of the collaboration.

STAGE FIVE: DEEPENING AND BROADENING THE WORK

508 Is the system of feedback from parents, consumers, and neighborhood leaders being used consistently to influence policy and practice?

Designing feedback systems is one thing, using them is another. As the collaborative consid ers how to broaden and deepen its work, it must ensure that feedback is influencing changes in policy and practice. Putting parent, consumer and neighborhood feedback as a regular item on the collaborative's agenda is one way to achieve this objective. Mandating a committee in this arena is another approach. At this point the collaborative also might consider working to incorporate its feedback systems into the operations of collaborative members and other community agencies and organizations.

509 Do consumers and other neighborhood residents believe the work of the collaborative is creating positive changes in their community?

When people believe that change is possible -- when improvements in their lives and the lives of their children can occur -- they are more likely to invest more of themselves in efforts to build their own community. The feedback from parents, consumers and neighborhood resi dents is one measure of whether this belief exists. Turnout at meetings of the collaboratives, service delivery sites, volunteer activities,

or spin-off activities in the community are all signs that people believe in change and that better outcomes are possible! If a collaborative has helped to create such a belief, it has established a sound foundation for its future work, and for getting better results.


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IV. ACCOUNTABILITY FOR RESULTS

STAGE ONE: GETTING TOGETHER

108 Have members begun to discuss what is going well and not well for children, youth, families and neighborhoods in the community? (e.g., socially, economically, etc.)

It is important for people concerned with the well-being of children, youth, families and neighborhoods to begin their accountability work by sharing their own perceptions of what is going well and not well for those groups. Perception is reality for most people, and having a sense of individual members' views can set the stage for deeper dialogue and learning. Answers to this question may vary widely. Some may speak of violence, others will criticize the absence of jobs at family wages. Still others will talk about how the schools or the child welfare system do not work.

Looking at what is not going well is only a part of the task, however. Many young people growing up in poor communities find the resiliency to succeed. People should share their views on the services and supports that are helping those young people to beat the odds. They pinpoint assets and strengths they see in the community. After sharing these views, individuals can begin to formulate a plan for the group that will help them gather the facts and figures to inform their work.

STAGE TWO: BUILDING TRUST AND OWNERSHIP

210 Has the group reviewed and fully discussed available data about the well-being of children, youth, families and neighborhoods and the conditions in which they live by neighborhood, ethnic group, age group, language background, gender?

Knowing the data about the well-being of children, youth, families and neighborhoods, in their community and target area of concern, is a critical step for an emerging collaborative group. Collaborative members should begin this process by sharing individual ideas on what data is most important. It is important to air different news on what variables are important to measure.

For most groups it will be helpful to have a general set of data on well-being that includes social, economic and physical indices, as well as specific data related to the issue or neigh borhood of concern to them. In most instances this data is available through existing sources e.g., local public and private planning groups, KIDS COUNT and the U.S. Census. Groups should be careful not to make the data collection process so large that it becomes an obstacle rather than a tool for their planning process.

211 Has data been made easy to understand and available to community residents, agencies and institutions?

Understanding data is difficult for many people. When preparing data, groups should work to make the data accessible and understandable so that everyone in the

discussion has a common base of knowledge and information. In some places, this may mean translating the data into other languages. In other situations, graphic representations may be helpful.

212 Have members discussed why it is important to hold individuals and organizations responsible for results?

Accountability for results is a relatively new concept for public and private education and human services. There are many hopes and fears that people have about a focus on results.

Hopes: 1) greater discretion in the use of funds in return for more accountability; 2) more public trust; 3) changes in the ways categorical systems work together.

Fears: 1) policy makers will decide that nothing works and reduce funding; 2) agency will serve only those who are easy to help; 3) agencies will be unfairly sanctioned for circumstances that they can not control.

Demands for better results are real and an important tool to drive change in the way systems work. Giving people the chance to discuss the importance of accountability early in the process can set the stage for the more difficult conversations that lie ahead.

STAGE THREE: STRATEGIC PLANNING

310 Has the collaborative developed a set of priority outcomes for children, youth, fami lies and neighborhoods with measurable objectives and interim measures of progress? Results (also referred to as outcomes or goals) are conditions of child, youth, family and neighborhood well-being that the collaborative seeks to create. Measurable objectives or indicators help assess progress toward the result. Interim progress measures are observable or measurable acts by participants that illustrate progress toward the objective. Collaboratives should define expectations for themselves in each of these areas.

For example, if healthy births are the result, rates of: infant mortality, low-birth weight, reduced adolescent pregnancy, and reduced substance abuse among pregnant women are among the measurable indicators that might be used. Interim progress measures related to healthy births might be participation in pre-natal care or participation by pregnant women in formal or informal education and support groups.

Reaching out beyond the membership of the collaborative to the broader community to define results is one path to pursue. Community involvement in defining results, can lead to com munity participation and community commitment to achieving those results.

Collaboratives should take the time to define results, indicators and interim measures of progress. From these definitions can flow strategies for crafting different services, supports and opportunities across systems. Take care not to commit the collaborative to unrealistic rates of improvement on specific indicators of progress. Overpromising can prove harmful in the long run.

311 Has baseline data been collected to show how well children, youth, families and neighborhoods are currently doing in achieving the desired outcomes?

Once collaboratives decide what results, indicators and interim measures of progress they are pursuing, collecting baseline data on each objective is the next task. Data on indicators should be readily available through ongoing data collection processes of

public and private agencies. Baseline data may not be available, relative to interim measures of progress, however. The collaborative should begin to collect such information as a way to measure its progress.

312 In setting the measurable objectives and interim measures of success, did the collaborative consider the community's capacity to achieve desired outcomes?

Collaboratives must ensure that they have the capacity to reach the objectives and measures of progress they set. For example, in a community where there is a high rate of teen pregnancy, an intervention that will serve 50 or 100 persons will not have a significant impact on the overall rate. Helping all children to be ready to learn will be difficult if all children do not have access to effective early childhood development experiences.

Consideration of community capacity may lead the collaborative to pursue strategies which bring together its financial resources with other assets which the community has. For exam ple, how can the quality of family-day care be enhanced to help children be ready-to-learn? Can churches and neighbors be organized to help pregnant and parenting teens? The challenge is to reach high, but remain realistic, and also to think outside the box of traditional service delivery models towards solutions that blend an array of community assets and resources. At the same time, collaboratives should be clear about those places where additional investments of financial resources from public and private organizations are necessary. More can be done with existing resources, but everything cannot be done with existing resources.

313 Has the collaborative developed a plan to evaluate its work?

Evaluation is a key function for collaboratives pursuing systems reform. Evaluation can take three different forms: 1) self-evaluation: the internal process through which the collaborative will be able to judge the effectiveness of its operation and their impact; 2) process evaluation: an analysis of how the collaborative carries out its work; this type of evaluation is intended primarily to enable groups to strengthen their own working relationships; 3) impact evaluation: an examination of the results of the collaborative's work and the reasons for its success or failure. Not every collaborative will be able to secure resources to hire external groups to conduct process and impact evaluations, but they can and must set up internal methods to evaluate their work. New literature on participatory evaluation and self-evaluation, and consultants with expertise in self-evaluation, can support collaborative efforts in this arena.

STAGE FOUR: TAKING ACTION

410 Is information on progress and changes in outcomes communicated regularly to all members of the collaborative and the public?

A critical task of the collaborative during implementation is to review the progress of its efforts, make mid-course adjustments and identify policy issues that influence the collaborative's ability to achieve its desired results. This begins with the establishment of a clear process for communicating how well the collaborative is doing to all members. The collaborative then needs a way to share this information with the public through annual reports, media, public forums and other activities.

411 Are data and information being used to review progress towards achieving the results and to make necessary revisions to strategies?

Collecting data and information and communicating that data does not guarantee that it will be used. Collaboratives must use data and information from their experience to decide whether to make changes in strategy. Experience suggests that new forms of

service delivery and alternative supports for children, youth and families are evolving continuously. The data which collaboratives gather should inform that evaluation. Placed in the hands of oversight committees involving neighborhood residents, this data may lead to very different decisions about what agency or organization should be funded to do what in support of children and families.

STAGE FIVE: DEEPENING AND BROADENING THE WORK

510 Is the collaborative considering how public policies beyond its immediate control influence its work?

Systems reform means changing policy and practice. Effective collaboratives operate in both arenas. With significant turbulence now occurring in the education, human services and community development policy arenas, collaboratives have a responsibility to use their knowledge and experience to influence policies that affect their ability to achieve desired results. Welfare reform, managed care, and changes in housing policies all effect a community's ability and a collaboratives capacity to achieve desired results.

511 Is the collaborative regularly discussing what it has learned from its successes and failures and changing its plans as needed?

Accountability includes listening to and reflecting on the lessons of experiences -- both positive and negative -- and modifying objectives and strategies to reflect that experience. Too often, people and organizations stay with old practices which are not achieving positive results, when the lessons of experience should be leading them in a different direction. Looking at lessons may entail, for example, utilizing para professionals with appropriate cultural and linguistic expertise for work defined previously for professionals, moving personnel from centralized locations into neighborhood centers and schools, or working more aggressively with neighborhoods to identify and mobilize their assets. Lessons also may lead to closer alliances with community development corporations (CDCs) and community organizations. Continuous adaptation based on the lessons of experience and the community context is essential in the process of systems change.


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V. COMPREHENSIVE SERVICES, SUPPORTS AND OPPORTUNITIES

STAGE ONE: GETTING TOGETHER

109 Have members talked about their perceptions of what is and is not working with current services, supports and opportunities available for children, youth, families and neighborhoods?

Individuals in a new collaborative venture can begin their work by sharing their views on what it is they believe works and does not work in the current system. Some may say that the system is underfunded, others will suggest that fragmentation and narrow categorical programs erode the current system, still others may argue that programs are based on a deficit rather than a strengths model, and so forth. This dialogue can lead the emerging group to identify initial areas of common ground and difference where additional information and analysis is necessary.

110 Have the members discussed what makes a healthy and strong community and the conditions that are necessary for children, youth, families and

neighborhoods to succeed?

A conversation about a healthy community is very different from a discussion about programs designed to respond to specific problems. Conversations about community naturally involve broader issues -- jobs, community and personal responsibility, housing, recreation and other kinds of opportunities. They also can raise important questions about what the government, the private sector, communities and neighborhoods, agencies and organizations, parents and families can and should do to achieve better results. By beginning with this broader conversation, groups will build a foundation from which an array of strategies to improve results can emerge.

111 Have members discussed building on individual and community strengths rather than dealing with problems?

There is a growing consensus that effective services and supports must build on individual, family and community strengths rather than focus on deficits. Traditionally, people and communities have been forced to demonstrate a need or a flaw e.g., mental or physical illness, drug addiction, criminal activity, low educational achievement, in order to obtain resources or services. The problem with policies and programs which focus solely on deficits is that they create and reinforce situations where people see themselves as helpless victims incapable of improving their own lives and the future of services which meet community needs by building upon the skills, strengths and potential contributions of individuals, families and community institutions. Asset-based approaches have increasing currency and should be thoroughly ex plored by collaborative members.

STAGE TWO: BUILDING TRUST AND OWNERSHIP

213 Have members developed a list of services, supports and opportunities currently available to children, youth, families and neighborhoods and identified what's missing and where the duplication is?

Knowing what exists is an important first step in determining how to create a more effective system of services, supports and opportunities. The categorical program system -- funded with both public and private funds -- has spawned an array of services designed to solve individual problems. People agree that this approach is not working well. By developing an inventory of what exists, and comparing this analysis with what families say they need, members can begin to see where and how to make change. TWC inventory can lead to strategies such as: locating services and supports together, determining how personnel working with parents of young children (0-3) in different programs can avoid duplication and consider how formal services and supports can link with informal networks and assets in communities.

In the hands of parents and neighborhood residents, this information could lead to a proposal for significant change in the way in which funds are used and services allocated.

214 Have staff who work directly with children, youth and families been asked their opinion of current services, supports and opportunities?

The people who work directly with children, youth and families -- front line workers -- have a major stake in making the system more effective. For a new system to be successful, front line workers must change. If they are to support change then they should be consulted about what they see wrong, and right, in the existing system. Community-based organizations, which typically bring a more grassroots perspective, also must be part of the consultation process.

215 Are members up to date with current thinking and promising approaches to working with children, youth, families and neighborhoods?

New knowledge is emerging about promising practices for strengthening children, youth, families and communities. Groups can secure such information by visiting successful initia tives in their own community, reviewing available literature or making site visits to other com munities. Site visits, at home or to other communities, are particularly useful since they offer group members an opportunity to share their perspectives with one another about what they are seeing, and how it applies to their own community.

216 Do members agree on what they believe are the most effective ways to work with children, youth, families and neighborhoods (e.g. building on community strengths, cultural and language appropriateness, working with the entire family, building community capacity)?

Defining a set of principles that will drive new strategies of services, supports and opportuni ties is a key step for the group members as they move to become a collaborative. These principles, which should emerge from the data analysis, information gathering, listening, site visits, review of promising practices, and group experiences will be an important foundation for the strategic planning work. While the literature on systems reform sets forth various principles, it is essential that groups not rubber stamp others' principles but create their own. The level of commitment will be much higher when applying those principles to new strate gies. These principles should become part of the vision, mission and overall principles that the group creates at the beginning of the strategic planning phase.

STAGE THREE: STRATEGIC PLANNING

314 Has the collaborative developed an action plan defines short and long term objectives, time lines and responsible individuals and organizations?

Collaborative planning is more challenging than internal agency planning because partners must negotiate many different issues and full-time staff may not be in place. Therefore, it is especially important that the collaborative develop a formal written action plan, which will lay out tasks, timelines and responsibilities and will hold individual members accountable for fulfilling their commitments to the group.

315 Does the collaborative's plan describe how services, supports and opportunities provided to children, youth, families and neighborhoods need to change to reflect the collaborative's principles?

The collaborative's plans should meet two basic tests. 1) It should respond to the interests and concerns of parents, consumers and neighborhood leaders and 2) it should reflect the principles for change that the collaborative has articulated. These may have been missed or diminished as partners sorted through their own interests in the planning process.

316 Does the plan use experience about what works well and not well for particular sub- populations as defined by race, language and culture?

What works for one population may or may not be appropriate for members of another group given differences in world views, language background, experience with discrimination, family structure, communication styles, cultural beliefs, etc. For example, a home visiting program which emphasizes support to a child's biological parents may be very effective in some communities but have a limited role. Service

and supports must vary to reflect what

works for different subpopulations. Collaborative groups that have reached out to the various groups served and involved representatives in discussing promising practices as well as reviewing proposed plans will be in a better position to identify and incorporate appropriate strategies.

317 Does the plan describe how services provided and resources available from different organizations will be brought together to achieve desired results?

This question goes to the essence of collaborative planning and systems reform which seeks to break down the system of categorical services. The plan should draw on the services and resources of each partner organization to create a set of services, supports and opportunities that will yield better results. There are many approaches -- from co-locating services in schools and neighborhood-based locations to forming interdisciplinary case management teams or developing integrated assessment and intake procedures -- for bringing resources together. Initiatives such as Beacon schools, and strategies such as transitioning from welfare to work and community-based child welfare examples, serve as real-life examples of how such integration can occur.

318 Does the plan draw upon the strengths and supports available through grassroots organizations, community groups and families?

If the collaborative has done its homework in the earlier stages, it will know about the assets and informal supports that a neighborhood brings to its own development. Within any com munity, there are people who can contribute to the healthy development of children and families -- whether they are volunteers willing to open their home to create after school pro grams, formerly incarcerated adults interested in preventing youth crime and violence, or successful Head Start mothers able to provide guidance and support to new mothers. Often, organizations support such important initiatives aimed at improving the well-being of their community. An effective plan for services, supports and opportunities will not only tap into these sources but help communities to expand such assets.

STAGE FOUR: TAKING ACTION

412 Does the plan being implemented fit with the collaborative's principles and values?

Implementing a new program of services, supports and opportunities poses many operational challenges. Sometimes in the process of moving from the program's designers to its imple menters, the principles and values can be lost. This dilemma can be addressed in several different ways. First, key people who will be responsible for implementation could be in volved in the strategic planning process. Alternatively, staff development activities should emphasize these principles and values and how the collaborative expects them to be realized. And finally, oversight groups from the collaborative should give special attention to the extent to which principles and values are being adhered to.

413 Does staff reflect the diversity of the neighborhood?

Hiring staff who reflect the racial and linguistic background of the communities served is critical to providing effective services and supports and creating an environment where chil dren, youth and families are more likely to participate. Staff who come from the same background as the families served are more likely to be knowledgeable about their cultures, traditions and behavior patterns because they

were raised in a similar manner. Being able to speak to families in their home language or dialect is often critical to effective communication and establishing a rapport. Such staff can also serve as important role models for children and youth. Hiring from within the community can also contribute to community revitalization by bringing jobs and income to neighborhood residents.

414 Is the collaborative developing linkages with related efforts to address social welfare economic, housing and safety issues?

Collaboratives that begin in the education, health and human services arena, will inevitably find themselves facing broader community issues -- jobs, affordable housing, public safety and others -- which families are confronting. Other initiatives or groups with expertise in these areas may well be operating in the geographic areas served by the collaborative. Building strategic alliances with these groups can enable the collaborative to enhance its own capacity while simultaneously enhancing the capacity of its allies.

STAGE FIVE: DEEPENING AND BROADENING THE WORK

512 Is the collaborative using feedback from people who work directly with consumers and neighborhood residents to evaluate its work and design changes?

In the early stages of planning, the collaborative consulted frontline workers. Their views were taken into account in designing the collaborative's new approach to services and supports. Feedback from frontline workers is equally important during implementation. Their input will help fine tune ongoing operations and develop plans for expansion and linkages with other services and supports.

513 Is the collaborative identifying issues beyond its original focus which need to be addressed if it is to achieve its desired results?

Collaboratives which begin with a focus on one arena generally will find that they need to address related issues in order to realize their vision and desired results. For example, helping families through a school-linked family resource center may lead a collaborative to identify the need to address employment and housing issues; an initiative to address infant mortality is likely to lead to a recognition of the need to incorporate support for fathers as well as mothers. As these issues are identified, collaboratives can seek out other groups or organizations working on those issues in the community.

514 Is the collaborative doing joint planning with related human services reform, housing and economic development efforts?

Effective collaboratives are always looking to build bridges with other groups and initiatives that share their focus on improved results for children, youth families and neighborhoods. The synergy between and among these efforts can have important impacts at the service delivery and policy levels. For example, as welfare reform becomes a reality new linkages are necessary among initiatives dealing with employment, transportation, education/training and children and families. With continuing reductions in public investment for housing low- income families, child and family groups should seek common ground with community development corporations concerned with housing, with educators worried about increasing rates of student mobility and community organizations focusing on public policy.

To be effective in building these bridges, collaboratives must be knowledgeable about what is happening in the policy environment, and in the development of different initiatives in their community.

515 Is the collaborative identifying and working to change policies and practices that are obstacles to the achievement of its goals?

By this time the collaborative should have in place working systems which a) identify policy issues where emerge from their experience in working with children and families; b) identify practice barriers within agencies/organizations and systems.

Policy issues might include: a) how managed care providers are working school-based health centers so that centers can access managed care funds; b) whether sufficienT child care is available to low-income working parents at a time when there is great pressure to place welfare mothers in work; c) how data is shared across agencies and systems.

Practice issues might include: a) problems in the manner in which front-line workers are being trained; b) difficulty in implementing a strengths/asset-based strategy in work with youth, families and neighborhoods; c) inadequate information systems.

Regardless of the particular policy or practice issue, by this point the collaborative not only needs a working system to identify these challenges, but a strategy to follow up on them. The collaborative body itself must devote significant time to this topic in order to broaden and deepen its work.

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VI. FINANCING AND RESOURCE DEVELOPMENT

STAGE ONE: GETTING TOGETHER

112 Do members have access to financial and in-kind resources?

As individuals form a collaborative group, members must consider how they will carry out the planning process. At the outset, members may be able to share the work among themselves, but they should be clear about their responsibilities to one another. Staff who can coordinate activities, are obviously useful at this point, but not necessary.

STAGE TWO: BUILDING TRUST AND OWNERSHIP

217 Do members have resources from within and outside their organizations to continue planning?

As planning proceeds, other organizations in the community may have resources which can be mobilized for data collection and analysis, conducting focus groups and community assess ments, reviewing promising practices and other tasks. Regional planning associations, councils of government, centers and institutes at local colleges and universities are among possible sources of support. Where partner agencies have planning arms, planning staff could support the collaborative's work as well.

218 Does the group know what funding sources for children, youth, families and neighborhoods are now available in the community?

Many collaborative participants do not realize the range of different sources which finance services, supports and opportunities for children, youth, families and neighborhoods. By generating a picture of funding sources across the community or in a particular target area, group members can begin to see potential relationships

between funding sources and how resources might be connected or integrated to create more effective services and supports. Focusing this task on neighborhood or school boundaries narrows the scope of the effort. It also enables the collaborative to identify community organizations and associations with whom it might cooperate.

219 Has the group explored financing and resource development strategies to support new efforts? (e.g., redirecting existing funds and personnel, tapping community assets, securing new public funds, obtaining corporate or foundation support)

To strengthen their relationships, group members should explore alternative ways they might generate funds and other resources to support new types of services, supports and opportunities. At this point, the objective is to consider alternative approaches to financing and resource development that other states and communities are pursuing so members understand the options to be considered during the strategic planning process.

STAGE THREE: STRATEGIC PLANNING

319 Has the collaborative developed a plan for funding its work which collaborative members consider to be sufficient to achieve the results desired?

Clear commitments from partners about how they will finance their new plans are essential. Written commitments and memoranda of understanding may be useful at this stage to ensure accountability and to inform future leaders about the obligations that partner organizations have made. Partners should also be aware that the resources they have available are sufficient to achieve the desired results. If they are not, then expectations will exceed capacity, leading to disappointment among partners, policy makers and the public.

320 Have planning, budgeting and contracting staff from key institutions been involved in strategic planning?

Generally, agency leaders and program directors participate in the collaborative process, but individuals in staff functions, such as planning, budgeting and contracting are not included. These individuals often are in "gatekeeper roles," and their support for changes in program and administrative policies and practices will be necessary. Involving these persons in strategic planning, if not earlier, can help facilitate the collaborative's agenda.

321 Has the group agreed to pool resources to support the effort?

Pooling resources is one important strategy for creating new forms of services and supports. Agencies at the state level can pool resources to offer local community collaboratives flexible funds; many counties and cities which invest their own resources in health, human services, neighborhood development and related activities also can establish such a flexible pool.

322 Does the funding plan tap into various public and private dollars and build upon non-financial resources from grassroots organizations, community groups and families?

To the extent possible, financing plans should incorporate public funds (e.g. child welfare, Medicaid, child care), private sources (United Way, foundations, corporations), and in-kind resources (school facilities, community organizations and parent and community volunteers). By using multiple sources, collaboratives create the flexibility to respond to the range of problems and needs that may emerge.

STAGE FOUR: TAKING ACTION

415 Does the collaborative have the flexibility to shift how funds are spent in order to meet changing needs?

Innovations in the delivery of services, supports and opportunities are dynamic activities, requiring swift action to address emerging problems. Some of these problems will require adjusting the manner in which funds are spent. To respond to these circumstances, partners should consider granting significant latitude to the collaborative to make necessary changes in how shared resources are used. In some instances, this will mean structuring a process of continuous negotiation between the state and the collaborative and within the collaborative itself.

416 Is there a continuing effort to tap and use community and neighborhood resources?

Incorporating community and neighborhood resources into new strategies to improve results is an ongoing task. Some potential resources may not be apparent during the planning phase. Therefore, during implementation, program directors on the ground should be expected to identify and mobilize these assets on a continuing basis. They also should have the flexibility in their program design and budgets to take advantage of these resources when they become available. For example, the possibility of creating a bartering system for services among residents may emerge; or senior citizens may indicate interest in working with young children. Staff and funds for program development and training may be necessary to mobilize these resources. Identifying and taking advantage of these opportunities is part of building a community's capacity to deal with some of its problems.

417 Are enough resources committed to leadership development for staff as well as parents, consumers and other neighborhood residents?

Innovations in service delivery strategies require significant investments in staff development and leadership development. Staff development is necessary to: 1) help workers function in new ways with families; and 2) help them understand how they can contribute to the de velopment of neighborhood resources.

Leadership development for parents, consumers and neighborhood leaders help to equip them to represent their community's interests. Funding for these activities can come from city, foundation, corporate, private agency and some corporate funding sources.

STAGE FIVE: DEEPENING AND BROADENING THE WORK

516 Is the collaborative developing a long-range plan for financing the essential and most successful elements of its strategy?

As the collaborative learns more about strategies that improve results, it must concentrate on ways to finance those services, supports and opportunities. Generally, funding for innovations from government and foundation sources ends after a demonstration period, and collaboratives are left to find continuing financing. In a time of fiscal constraints, especially on budgets affecting children and families, this is a difficult challenge.

Meeting that challenge requires a clear plan, which 1) clearly defines what the collaborative believes works to achieve the desired results including hard data where possible; 2) identifies existing funding streams that can support new systems of support, giving particular attention to major funding streams such as Medicaid, Child

Welfare and Temporary Assistance for Needy Families (welfare reform); 3) outlines how to explain the strategy to policy makers and the public; and 4) details linkages with other groups that have similar interests.

517 Is the collaborative developing a plan for getting new public and private money needed to achieve desired outcomes in the community?

Additional public and private resources may well be needed. If the collaborative's goal is more youth development activities, access to child care that will enable children to enter school ready to learn while their parents work, affordable housing for low-income families, new resources may well be necessary. Collaboratives should not shrink from strategic advocacy for such resources even in the face of budgetary constraints and seemingly negative public attitudes. With a carefully crafted plan, alliances with other groups with similar concerns and a clear focus on results, it is possible to make the case for such investments.

518 Are the budget decisions of member agencies being influenced by the collaborative's progress towards achieving its priority results?

The success of particular strategies in making progress toward results should drive the budget decisions of the group. If collaboratives find that new and perhaps less costly, services are more effective, or if they find that there are some more costly approaches that achieve better results, their budgetary decisions should reflect that knowledge. Collaboratives must be prepared to push people for change within their own agency. If school-linked services, family centers, youth development activities, comprehensive early childhood programs or other strategies are getting better results or are more responsive to families, why not change how funds are used to do more of what is working?

519 Is the collaborative working to influence major budget decisions of public and private institutions?

Sometimes agency-driven collaboratives do not have access to political decision-making process -- in the city, county, state, United Way or other institutions. A more diverse group that includes participants from business, civic, religious, community and neighborhood groups is more likely to have more access and credibility with these decision-makers. In either case, the collaborative should develop a clear plan to influence budget and policy decisions of key financing institutions. Data based on the collaborative's experience and the voices of parents, consumers and neighborhood leaders are important tools in this process.

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VII. LEADERSHIP/PROFESSIONAL DEVELOPMENT AND CAPACITY BUILDING

STAGE ONE: GETTING TOGETHER

113 Does the group include people who have the skills and relationships to engage members who reflect the diversity of the community?

One of the tasks of leaders is to work to create inclusive groups -- inclusive in terms of race, ethnicity, language, gender, ideological perspective, or other factors relevant to a given community. As an initiating group begins the task of expanding itself, it must consider whether it has leaders involved who have credibility with diverse

groups and can engage them in the collaborative effort. If not, finding such leaders should be among the first tasks of the initiating group.

STAGE TWO: BUILDING TRUST AND OWNERSHIP

220 Has the group discussed why it is import to have on-going leadership and professional development for staff and participants?

Changing systems means changing people -- in leadership, management and service delivery roles. Changing people can leverage other changes in systems over time. Sharing perceptions about leadership and professional development at this early stage of the collaborative process can set the foundation for creating a coherent leadership and professional development plan in the strategic planning stage.

221 Has the group identified the skills and talents that each individual or organization brings to the process, as well as their leadership needs?

An effective group draws on the talents of all its members; and given the many tasks that a collaborative must carry out it needs to tap all of those talents. As part of getting to know each other personally, collaborative group members can share with each other the assets and talents they bring to the process. Written personal inventories, sharing of personal journeys and experiences, and simply asking are all useful methods to identify assets and talents.

222 Has the group developed a plan to inform new members about its work and processes?

Effective groups agree on ways to involve new group members. Over time the collaborative membership will change. New people will come on board from different constituencies; people will move to new jobs. These transitions can have a significant impact on the long-

term success of the initiative. Methods for informing new members might include: 1) a buddy system; 2) formal orientation; 3) site visits to services and supports established by the collaborative; and 4) a revisiting of the vision, mission and principles by all members.

223 Has the group developed a list of available leadership and professional development opportunities? (e.g. staff development in public and non-profit agencies, leadership development for parents and neighborhood residents, community college courses)

Knowing what ongoing leadership and professional development exists is the first step toward creating a new strategy to support the collaborative's work. Such an inventory might lead the collaborative to advocate for greater investment in this area, or for redirecting training to new areas, e.g., cross-systems/training, building on family strengths, mobilizing neighborhood assets, or service delivery in neighborhood settings. The collaborative might consider establishing a separate committee to work on the inventory and the creation of a leadership and professional development plan. People outside the collaborative who have expertise in this arena could participate in the process.

STAGE THREE: STRATEGIC PLANNING

323 Has the collaborative agreed upon a leadership development plan for all of its members, including parents, consumers and other residents?

Collaboration Is a vehicle to reform systems requiring people who have the ability to

lead that change. This is the task and the responsibility of collaborative members. To carry out this work, the collaborative should develop a plan to strengthen the leadership skills of all of its members. There may be a tendency to focus only on parents, consumers and neighborhood residents in this regard. Clearly, some of them must learn to operate in new situations, but leadership development is equally important for other collaborative members such as policy makers and agency directors. They too must often acquire new skills in order to be effective. Changing systems requires taking on new challenges such as working collaboratively with other agencies, building support for reforms within organizations and constituencies, develop ing new forms of financing and accountability and learning how to work in partnership with parent and neighborhood residents.

324 Has the collaborative developed a plan to help staff develop the knowledge and skills needed to implement the proposed strategy?

Workers from different disciplines, institutions and cultures need a new kind of training program in order to work together effectively. Training should help people to: 1) build a common language; 2) learn about the regulations and approaches of their respective agencies; 3) create a shared understanding and strategy for how they will work with families; 4) identify how they will draw upon each other's knowledge and talents; 5) learn about the community where they will be working; and 6) identify continuing training needs.

325 Has the collaborative connected with people and organizations who can a) get, manage and use data for planning and accountability b) analyze existing policies affecting children, youth, families and neighborhoods and develop better alternatives?

Building adequate staffing capacity is essential to developing a solid strategic plan. Two areas where capability is needed include data management and policy analysis. Data analysis and data management are essential for the collaborative to formulate and implement a results- oriented accountability system; data is also crucial if the collaborative is to know where to focus its resources. Policy analysis capability is needed to address the complex array of legislative, regulatory and administrative issues associated with many public programs. In addition, as discretion increases at the local level, expertise in an array of policy and service delivery alternatives will be increasingly important to the collaborative. Welfare reform and managed care are just two examples of major ongoing policy changes with implications for collaboratives.

Some of this policy expertise might be provided by personnel of a partner organization, or another community entity. The collaborative will need clear agreements with organizations offering staff support to ensure mutual understanding of expectations among the collaborative, the organization and the staff person.

STAGE FOUR: TAKING ACTION

418 Is leadership and professional development changing the way people do their work?

Collaboratives should assess the results of new leadership and professional development, just as they focus on the results of their services and supports strategies. Surveys and focus groups with front-line workers and more formal evaluations and journals, are possible tools for determining whether people are changing the way people do their work.

419 Is the collaborative using its experience to identify additional leadership and professional development needs?

If systems are to change, then leadership and professional development activities must also change. The collaborative can use its initial experience to develop a more comprehensive plan for leadership and professional development. Depending on the local circumstances, there may be a need to decentralize training functions, pool training resources across agencies, or design more in-depth cross-agency training experiences. The collaborative's experience also may lead to beginning work with higher education institutions which prepare most education and human services professionals. This work focuses on changing initial academic preparation so it is more consistent with the needs of a revised system.

420 Is the collaborative helping to increase employment and career development opportunities with its member organizations for neighborhood residents?

Jobs and income are essential to helping families and their children achieve positive results. One way to achieve this objective is to increase employment opportunities for neighborhood residents of partner organizations. Today, all too many individuals working in low-income neighborhoods do not live in those neighborhoods; thus, their jobs and income are not con tributing to neighborhood economic development. Human services organizations, as part of systems reform, should consider how job requirements can be amended to create employment opportunities. Some Medicaid managed care organizations are hiring residents to conduct outreach and consumer education activities; community-based programs are training parents to function in numerous paraprofessional roles including home health assistants, child care assistants, and parent educators. There will be tension in this process, since professional jobs may be eliminated. However, achieving greater effectiveness and efficiency, and improving results demands that the collaborative rethink established roles and responsibilities.

STAGE FIVE: DEEPENING AND BROADENING THE WORK

520 Is the collaborative evaluating how effective its leadership and professional development activities are and determining ways to improve them in order to move its agenda forward?

For collaboratives to move toward systems reform they will have to implement effective leadership and professional development agendas. Many collaboratives may reach the deep ening and broadening stage without having devoted significant effort to leadership and profes sional development, other than training for the staff of their specific service delivery initia tives. If so, then this is the time to begin focusing in this arena.

521 Is the collaborative expanding its leadership and professional development strategy so that more staff and community residents can be included?

As part of broadening and deepening its agenda, the collaborative will have to find ways to include more staff and community residents in its leadership and professional development activities. Given financial constraints, agencies and organizations will have to look at ways to pool their training resources, and target their training in priority areas for systems reform. Collaboratives should keep in mind, however, that leadership development does not always occur through formal training programs. Often, leadership can be nurtured though informal strategies such as mentorships and buddy systems which may not require financial support.

522 Does the collaborative have the staff capacity to successfully implement its agenda throughout the community?

Sufficient staff capacity is required for a collaborative to pursue its decision-making,

public engagement, service delivery, accountability, financing, leadership and professional develop ment functions. There is no single formula for accumulating this staff capacity. As collabo ratives mature and grow, however, they should pay close attention to whether they are developing the staff capacity -- within the collaborative and among the partner agencies -- which can sustain and expand activities and programs.

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Community Development and Organizing

Bibliography Overview

The Bibliography identifies publications which can be helpful to the work of community collaboratives. It is organized according to the seven elements of the Community Collaborative Wellness Tool (Collaborative Decision-Making; Public Engagement; Parent, Consumer and Neighborhood Participation; Accountability for Results; Comprehensive Services, Supports and Opportunities; Financing and Resource Development and; Leadership/Professional Development and Capacity Building) and two key themes: Diversity and Building Connections to Community Development and Community Organizing.

For each document, information is provided on the publishing organization, contact information, prices and a short description. This will help you differentiate and understand the purpose of the publication and the topic it addresses.

If you have any additional information or publications that you think would be beneficial to share with other collaboratives across the nation, please mail a copy of the publication to the Together We Can Initiative, c/o the Institute for Educational Leadership, 1001 Connecticut Avenue, NW #310, Washington D.C. 20036.

- Collaborative Decision-Making
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I. COLLABORATIVE DECISION-MAKING

A) GOVERNANCE

Developing Collaborative Community Governing Bodies: Implications for Federal Policy, Blank, Martin and Jacqueline Danzberger
This paper is an in-depth discussion of the complex development of collaborative groups, the key elements of collaborative community governing bodies, and how federal policy could nurture their development.

Institute for Educational Leadership. ($6.00 Prepaid - To order call (202) 822-8405)

Perspectives on Devolution, Kingsley, Thomas G.
This article examines the implications of devolution from federal to state to local communities, and gives a comparison with similar efforts in other communities. American Planning Association Journal. 1996, pgs. 419-426 (To order call (312) 431-9100)

"Who Makes Decisions? Involving the Community in Governance": in Drawing Strengths From Diversity, Chang, Hedy Nai-Lin and Denise De La Rosa Salazar
This chapter in Drawing Strengths from Diversity explores the role of parents and residents in collaborative governance. There is a particular emphasis on the role of ethnic and racial minorities.

California Tomorrow. ($21.00 Prepaid - To order call (415) 441-7631)

Legislating Devolution, Bruner, Charles
This explores the challenges that states and communities face as power and authority devolve to the local level. It identifies key issues that states must address, e.g., accountability, capacity- building, in the devolution process. Child and Family Policy Center. ($4.00 prepaid - To order call (515) 280-9027)

Toward New Forms of Local Governance: A Progress Report from the Field, Brunson, Phyllis
A review of different forms of local governance. Center for the Study of Social Policy. ($5.00 Prepaid - To order call (202) 371-1565)

Systems Reform and Local Government: Improving Outcomes for Children, Families, and Neighborhoods, Potapchuk, William, Jarle Crocker, William Schechter, Jr.
This paper looks at institutional and cultural barriers to effective collaboration in communities. It talks about systems reform and local government as well as sustainable communities and vital local economies. Program for Community Problem Solving (To order call (2020 783-2961)

B) COLLABORATIVE PROCESSES

Together We Can: A Guide for Crafting a Profamily System of Education and Human Services, Blank, Martin and Atelia Melaville
A comprehensive framework on the stages and milestone of a collaborative approach to systems reform. It has been widely disseminated and used as a tool for changing the ways systems are organized to support children, youth, and families. U.S. Government Printing Office. April 1993, 732 North Capital Street and H Street, NW Washington, DC 20401. (For free copies call (202) 219-2129)

Communities Working Collaboratively For a Change, Himmelman, Arthur T.
This monograph describes how to help transform power relationships within and among large public, private, and nonprofit institutions and community and neighborhood based organizations. It distinguishes collaborative "betterment" from collaborative "empowerment." Himmelman Consulting Group. 1992. (For a free copy

call (612) 824-5507)

Collaboration: What Makes It Work, Mattessich, Paul and Barbara R. Monsey
This monograph includes a working definition of collaboration, summaries of the major research findings on collaboration, detailed descriptions of 19 key elements of collaboration, principles, and an extensive bibliography. Amherst H. Wilder Foundation. 1992. (For copies at $14.00 each call (800) 274-6024)

Collaboration Handbook: Creating, Sustaining and Enjoying the Journey, Winer, Michael and Karen Ray
This handbook offers practical steps to consider when building a collaborative endeavor--establishing trust, confirming your vision, resolving conflicts, and confirming organizational roles. Amherst H. Wilder Foundation. 1994. (Call (800) 274-6024 to order a copy at $28.00)

How To Make Meetings Work, Doyle and David Straus
This book describes a proven method for making collaborative meetings productive, focusing on helping team members work together to generate ideas and solve problems. Jove Books. 1976. ($10.00 Prepaid - To order call (212) 951-8800)

Putting the Pieces Together: Comprehensive School-linked Strategies for Children and Families
This book describes how to put together school-linked services with a particular emphasis on the role of schools. Child and Family Program. May 1996, pgs. 98 (Free - To order call (503) 275-9487)

C) TRAINING RESOURCES

Preparing Collaborative Leaders: A Facilitator's Guide, Russell, Wendy R.
The guide referenced below offers a training road map for the challenges facing every collaborative effort and each collaborative leader. It includes detailed training modules on key challenges in the collaborative process, including e.g., community assessment, team building, leading change, power and politics, and much more... Institute For Educational Leadership. 1994. ($95.00 Prepaid - To order call (202) 822-8405)

The Team Handbook, Scholtes, Peter, Brian Joiner and Barbara Streibel. Second Edition
This book offers specific techniques and tools for building teams in collaborative settings. Joiner Associates. June 1996, pgs. 256 ($39.00 Prepaid - To order call (800) 669-8326)

D) CASE STUDIES

Building New Futures for At-Risk Youth: Findings from a Five Year, Multi-Site Evaluation, Farrow, Frank
This document provides an eyewitness account of how five cities worked to improve the chances of the most vulnerable children and youth. The goal is to extend the state of knowledge about how communities can mobilize themselves in new ways to support children and youth. Center for the Study of Social Policy. May 1995. ($12.50 Prepaid - To order call (202) 371- 1565)

Creating and Nurturing Collaboration in Communities, Blank, Martin and Jacqueline Danzberger
The monograph captures the experience of five cities working for collaborative change at the neighborhood and community levels including: the Local Investment Commission in Kansas City, the Early Childhood Collaborative in Washington, D.C.,

Ochua-Mission View Coalition in South Tucson, Arizona, the Flint Roundtable in Flint, Michigan, and the Collaborative Leaders Council in Fort Worth, Texas. Institute for Educational Leadership. 1996, pgs. 80 ($15.00 Prepaid - To order call (202) 822- 8405)

Excitement in Eight Schools - Schools, Families, and Students Get Stronger When Parents and Teachers Take Collaboration into Their Own Hands, Hollifield, John
This newsletter summarizes eight stories of effective collaboration among students, parents and teachers. Other useful materials and student and parent involvement are available from the center.

Center on Families, Communities, Schools and Children's Learning. September 1995. Number 6, Johns Hopkins University (To order call 410-516-8800)

Principles to Link by: Moving from Principles to Practice: A Resource Guide
This paper uses a set of principles of comprehensive, community-based services defined by a coalition of national organizations to analyze three recognized initiatives including the Local Investment Commission in Kansas City and the Beacon Schools in New York. American Association of Pediatrics. 35 pages. ($3.00 Prepaid - To order call 202-347-8600)

Steps Along an Uncertain Path: State Initiatives Promoting Comprehensive, Community-Based Reform, Bruner, Charles, Deborah Both and Carolyn Marzke
This document profiles the efforts of a number of state initiatives promoting systems reform at the state and community levels.

National Center for Service Integration. March 1996, pgs. 51 ($4.00 Prepaid - To order call (515) 280-9027)

Comprehensive Community Initiatives: Lessons in Neighborhood Transformation, Kubisch, Anne
This article explains the aspiration of the Comprehensive Community Initiatives to foster a fundamental transformation of poor neighborhoods and the circumstances of individuals who live there. They look for comprehensive change to include social, educational, economic, physical, and cultural transformation focusing on community building.

Shelterforce. Vol. XVIII, Number I. Jan./Feb. 1996 ($5.00 - To order call (201) 678-0014

E) BIBLIOGRAPHY

Building the Collaborative Community: A Selective Bibliography of Community Development: Collaborative Approaches To Healthy Communities, Potapchuk, William R. and Caroline Polk
This piece is a list of books and publications pertaining to Healthy Start.

Program for Community Problem Solving and National Institute for Dispute Resolution, National Civic League. Dec. 1993, pgs. 30 ($10.00 Prepaid - To order call (202) 783-2961)

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II. PUBLIC ENGAGEMENT

A) PROFILES OF CHILD WELL-BEING (COMMUNITY PROFILES)

KIDS COUNT County Data Book: State Profiles of Child Well-Being
The KIDS COUNT Book provides statistical information on child well-being in all 50 states and the District of Columbia. Each state also has a KIDS COUNT grantee which publishes a similar analysis of child well-being for local jurisdictions within the state. Call the Casey Foundation to find out who the grantee is in your state. The Annie E. Casey Foundation. 1995 (To order call (410) 223-2890)

City KIDS COUNT: Data on the Well-Being of Children in Large Cities
A new addition to the KIDS COUNT family, this document offers a statistical picture of the challenges facing children in America's cities. The Annie E. Casey Foundation. 1997 (To order call (410) 223-2890)

A Community Report Card about the Quality of Life for Children and Families in Owensboro and Davies County
This is a useful example of a community report card.

Kentucky Human Development Council. 1995 (To order call (502) 685-5107)

City of Seattle: City Profiles of Child and Family Well-Being, Summary for Seattle.
This is an example of a statistical profile to educate the public about children.

Washington KIDS COUNT. Spokane and Tacoma, 1995 (To order call (206) 685-7613)

Report on Poverty Supports Community Building Efforts in Denver, DiGiacomo Peck, Diane
This article describes how a community intermediary prepared the citizens of its community for the issuance of a report on poverty. That process laid the foundation for community action.

National Community Building Network. Community Vision, Vol I., No. 2. (To order call (510) 893-2404)

B) LOCAL SITE VISITS

Children's Defense Fund's Child Watch Strategy
A program which exposes community leaders to programs which serve children and families by conducting on-site visits. Child Watch. (For information call (202) 662-3588)

C) DIALOGUE WITH THE PUBLIC

How Public Opinion Really Works, Yankelovich, Daniel
This article presents an excellent framework for understanding how public opinion is formed and changed. Fortune Magazine. October 1992 (Check your library for copies)

Eight Principles for Success in a Policy Dialogue and Gaining Constructive Input from Citizens
These papers describe basic principles and strategies for engaging the public in productive dialogue.

The Harwood Report. Number 2, 1994 (To order call (301) 656-3669)

Checklist for Public Will Initiatives, excerpted from Public Will: Its Connection to Public Policy and Philanthropy, Jones, Sarah E.
This checklist will help collaboratives to design their efforts so that the public is interested and committed to your work. The Union Institute. Center for Public Policy, 1993, Final Report of the Forum on Public/Private Social Concern ($15.00 Prepaid - To order call (202) 496-1630)

Communicating with the Public About Education Reform
How do you organize and build grassroots support for education reform that builds public involvement? Sexton, Robert F. et al.

In a democracy, how do you build public participation in education reform and simultaneously deal with active participation by those who oppose these efforts? Swenson, Scott B. National Governors' Association. 1994 ($18.00 - To order call (301) 498-3738)

Organizing Your First Forum/Study Circle
This publication talks about forming your own forum/study circle, how to begin and what to do. National Issues Forums Guidebook. 1994 (To order call (800) 433-7834)

Great Expectations: How American Voters View Children's Issues
This paper includes very recent polling data on the attitudes of Americans toward children's issues. Coalition for America's Children. ($10.00 - To order call (202) 638-5770)

D) COMMUNICATIONS STRATEGIES

Strategic Media: Designing a Public Interest Campaign
This document describes how to run a public interest campaign. It describes specific steps and tactics in the campaign design and implementation process. Communications Consortium Media Center. Strategic Communication for Nonprofits Series, 1991 ($7.00 Prepaid - To order call (212) 965-0180)

Media Advocacy: Reframing Public Debate, Pertschuk, Michael and Philip Wilbur
This monograph is important for all collaboratives working to build stronger relations with the media and influence media coverage of child and family issues. Benton Foundation. Strategic Communication for Nonprofits Series, 1991($7.00 Prepaid - To order call (212) 965-0180)

Facts on whose Side Are You On
This material describes different aspects of an ongoing media campaign for children. Benton Foundation. Campaign for Children (To order call (212) 965-0180)

A Communications Strategy for Revitalization - Communications as Engagement
This monograph looks at media and communications strategies for engaging and revitalizing communities using communications as a mobilization strategy. The Millennium Report to the Rockefeller Foundation. April 1995 (To order call (202) 872- 8800)

E) INFLUENCING LEGISLATION

State Legislative Leaders: Keys to Effective Legislation for Children and Families
This document is based on a survey of state legislative leaders. It offers important clues on what to do and not to do to inform and educate children and families. State Legislative Leaders Foundation, 1995 (To order call 508-771-3821)

F) LOCAL EXAMPLES

Community Awareness Strategy of Young Families at Risk (YFAR), Louisville, Kentucky
This is an example of one community's public awareness strategy. For more information about YFAR, (call Jefferson County Human Services 502-574-6718)

Commission LINC
A bi-weekly newsletter of the Local Investment Commission. Local Investment Commission (To order call (816) 889-5050 or check the web page at www.linc.org)

G) OTHER ORGANIZATIONAL RESOURCES

1) *The Study Circles Resource Center*
A clearinghouse for information on how to organize study circles in general, and in particular issue areas. (203) 928-2616.

2) The Harwood Group
4915 St. Elmo Avenue
Bethesda, MD 20814
(301) 656-3669
A public issues research and consulting firm that works with public officials, media, foundations, communities, civic groups and corporations to better understand public problems and to address them in sustainable, effective ways.

3) The Kettering Foundation
200 Commons Roads
Dayton, OH 45459
(513) 434-7300
Promotes civic dialogue. Works in areas of governance, education and science. Sponsors National Issues Forums and publishes a quarterly journal.

4) Institute for Educational Leadership
1001 Connecticut Ave, NW Suite 310 20036
(202) 822-8405
Technical Assistance in organizing public dialogue and engaging citizens around public Washington DC education and what citizens want from their schools.

5) The Public Agenda Foundation
6 East 39th Street
New York, NY 10016
(202) 686-6610
Research and education organization that conducts surveys to discern the public's view on complex policy issues. Ultimate goal is to enhance public role in policy process, help public better understand issues, and help public leaders to better understand public's viewpoint.

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III. PARENT, CONSUMER, AND NEIGHBORHOOD PARTICIPATION

A) PARENT PARTICIPATION

Empowering Parents is Mining Diamonds in the Rough, Bowman, Ted

This brief paper details a series of steps for involving parents in many different forums. Other articles in this document are also very useful.

Family Resource Coalition. Parents Leading the Way, Report Vol.15, #2, Summer 1996, pgs. 27-28 (To order call (312) 341-0900)

A New Generation of Evidence: The Family Is Critical to Student Achievement Henderson, A.T. and N. Berla
This document provides a strong rationale for increasing parent involvement in order to enhance student performance.

National Committee for Citizens in Education. 1994 ($14.95 Prepaid - To order call (703) 359- 8973)

Home/School/Community Involvement, Decker, L. E. and V.A. Decker
This book overviews strategies for increasing parental participation and involvement in education. American Association of School Administrators. 1988 ($15.55 - To order call (301) 617-7802)

Preparing Teachers To Involve Parents: A National Survey of Teacher Education Programs, Shartrand, A., H. Kreider and M. Erickson-Warfield
This paper offers a discussion of professional development considerations in parent involvement. Harvard Family Research Project. (To order copies call (617) 495-9108)

Essential Allies
This is a useful guide involving parents in service delivery planning and implementation. Institute for Family-Centered Care. (To order a copy call (301) 652-0281)

B) NEIGHBORHOOD INVOLVEMENT

Successful Neighborhood Self-Help: Some Lessons Learned
This paper provides practical tips about organizing community residents for neighborhood improvement activities. Rainbow Research, Inc. ($10.00 Prepaid - To order call (612) 824-0724)

Toward Government's Role as Catalyst: Building Social Capital in Disinvested Communities, Bruner, Charles
This paper is a good introductory discussion of these natural and voluntary networks of support, along with a number of bibliographic references and examples of programmatic efforts to incorporate them.

The Child and Family Policy Center. ($4.00 Prepaid - To order call (515) 280-9027)

Community Foundations & Neighborhoods Small Grants Program, Partner
This newsletter describes several neighborhood participation programs--how they are organized and what they accomplish.

The Newsletter for the C.S. Mott Foundation. Winter 1988 (To order copies call the Mott Foundation at (810) 238-5651)

Joining Schools and Families in Community Change: A Context for Student Learning and Development, Heckman, P.E. and J.M. Peacock
This is a description of a neighborhood-based program that seeks to increase low-income parents' involvement in schools by organizing parents and emphasizing the schools' responsibilities to connect to parents. Located in New Schools, New Communities. Vol. 12, No. 1, Fall 1995, pages. 46 - 51. (Check your library for a

copy)

C) COMMUNITY CAPACITY

Building Communities From the Inside Out, Kretzmann, John and John McKnight
This publication looks at the basic building of an asset-based approach to community development. This is an excellent resource for shifting people from problem/deficit oriented approaches to strengths or asset-based strategies. Center for Urban Affairs and Policy Research. Neighborhood Innovations Network (To order call (708) 491-3518 or 1800-397-2282)

A Guide to Mapping Local Business Assets and Mobilizing Local Business Capacities, Kretzmann, John and John McKnight
Describes how to tab business as a resource for community building. The Asset-Based Community Development Institute. Center for Urban Affairs and Policy Research, 1996 (To order call 1(800) 397-2282)

A Guide To Mapping Consumer Expenditures And Mobilizing Consumer Expenditure Capacities, Kretzmann, John and John McKnight
Describes how to use what consumers spend as an asset for community economic development. The Asset-Based Community Development Institute. Center for Urban Affairs and Policy Research, 1996 (To order call 1(800) 397-2282)

Connecting Government & Neighborhoods
An excellent overview of innovative strategies to connect neighborhoods and government, excellent to share with citizens. National Civic League & the Alliance for National Renewal. (To order call 1(800) 223-6004)

D) COMMUNITY ORGANIZING

Let the People Decide: Neighborhood Organizing in America, Fisher, Robert
This book provides a comprehensive review of neighborhood organizing from 1886 through the 1980s, including an analysis of the potentials and prospects for organizing in the future. Twayne Publishers. New York: 1994 (To order call (212) 654-8700)

E) ORGANIZATIONAL RESOURCES FOR ADDITIONAL INFORMATION

The U.S. Department of Education, 600 Independence Avenue, SW, Washington, DC 20202 or call (800) USA-LEARN.

The National Coalition for Parent Involvement in Education, Box 39, 1201 16th Street, NW, Washington, DC 20036 or call (202) 822-8405.

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IV. ACCOUNTABILITY FOR RESULTS

A) GENERAL FRAMEWORKS FOR MOVING TO RESULT-BASED ACCOUNTABILITY

Making a Difference, Young, Nancy, Sid Gardner, Coraya Coley, Lisbeth Schorr, and Charles Bruner

This monograph addresses the issue of moving toward outcome-based accountability. It includes the theoretical underpinnings for such an approach, a rationale and "minimalist list" of outcomes for immediate use, and a strategy for application to comprehensive service reforms. Child and Family Policy Center. National Center for Service Integration. Resource Brief #7 ($4.00 Prepaid - To order call (515) 280-9027)

Getting Results: A Guide for Government Accountability, Brizius, Jack and Michael Campbell
This guide describes how government can move from a system of measuring inputs to one based on results. Council of Governors' Policy Advisors. ($17.95 Prepaid - To order call (202) 624-5386)

Defining the Prize: From Agreed-Upon Outcomes to Results-Based Accountability, Bruner, Charles
This paper suggests how collaboratives can move a definition of outcomes to a system of accountability. It addresses the challenges with which collaboratives must grapple in this process. Child and Family Policy Center. ($6.00 Prepaid - To order call (515) 280-9027)

B) DEFINING OUTCOMES AT THE COMMUNITY (AGGREGATE) LEVEL

Criteria for Indicators of Well-Being, Moore, Kristin
This paper can help collaboratives select indicators of child well-being that they wish to pursue. Paper prepared for the conference "Indicators for Children's Well-Being," November, 1994 Child Trends (To order call (202) 362-5580)

Finding the Data: A Start-Up List of Outcome Measures with Annotations, Watson, Sarah
This is a good source of assistance on how to locate data related to key outcomes.

Improved Outcomes for Children Project and the Center for the Study of Social Policy. ($5.00 Prepaid - To order call (202) 371-1565)

Governing for Results: Using Benchmarks To Define and Measure Progress Toward Strategic Priorities, Oregon Progress Board
This document describes the planning process which individual counties in Oregon are using to agree on specific indicators related to the Oregon benchmarks and to define a strategic direction for local action. Oregon Progress Board. July 21, 1994. ($2.00 - To order call (503) 986-0032)

Ways to Grow Evaluation, Bruner, Charles
This paper describes an approach to evaluating the impact of comprehensive reforms set forth in the Bruner article in Making a Difference. Child and Family Policy Center. Occasional Paper 17: 1995 ($6.00 Prepaid - To order call (515) 280-9027)

C) MEASURING PROGRAM OUTCOMES

Focusing on Program Outcomes: A Guide for United Ways and Summary Guide
The United Way of America is promoting a strong thrust toward program outcomes and accountability. These two papers describe the approach the local United Ways and United Way agencies are taking. They will be useful to community collaboratives as well. Sales Service America. 1996, pgs. 56 (Free - To order call (800) 772-0008)

D) THEORY-BASED APPROACHES

Nothing as Practical as Good Theory: Exploring Theory-Based Approaches to Evaluating Comprehensive Community Initiatives, Weiss, Carol, James Connell,

Anne Kubisch, and Lisbeth Schorr (eds.)
This volume is a compilation of articles on new strategies for evaluating comprehensive community initiatives. The noted article argues the importance of being clear about what people expect will change in comprehensive strategies.

Roundtable on Comprehensive Community Initiatives for Children and Families, The Aspen Institute, Publications Office, P.O. Box 222, 109 Houghton Lab Lane, Queenstown, MD 21658 ($12.00 - Write to order)

E) APPROACHES TO EVALUATION

The Evaluation Exchange: Emerging Strategies in Evaluating Child and Family Services
This free newsletter provides continuing information on how to evaluate comprehensive child and family strategies. Harvard Family Research Project. (To order call (617) 495-9108)

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V. COMPREHENSIVE SERVICES, SUPPORTS, AND OPPORTUNITIES

A) PRINCIPLES OF SERVICE DELIVERY

Do No Harm: Policy Options that Meet Human Needs, McKnight, John
This article presents the author's views and assesses the negative effects of the existing human services system. McKnight describes why that system must change in order to "do no harm." Social Policy. Summer 1989, p. 5 - 14. (Check your library for copies)

The Implications of an Asset Orientation for Urban Change Strategies, Paper II. Building Strong Communities: Strategies for Urban Change, Ramirez, Blandina Cardenas
This article implies an analysis of the human assets--individual, family, and community--that exist in every community with urban settings. The Annie E. Casey, Ford and Rockefeller Foundations. Community Building 1992 (For copies call (410) 547-6600)

Attributes of Effective Services for Young Children: A Brief Survey of Current Knowledge and Its Implications for Program and Policy Development in Effective Services for Young Children: Report of a Workshop, Schorr, Lisbeth B.
This article describes strategies to improve services for young children with a focus on what is known about attributes of services that seem to be effective in changing outcomes for children who have not been well served. National Academy Press. 1991 (For copies call the National Research Council at (202) 334- 1935)

Characteristics and Features of Community-Based Family Support Programs, Dunst, Carl
This monograph presents examples of family support principles and checklists for assessing family support programs, policies and practices. Family Resource Coalition. Best Practices Project, Commissioned Paper II, 1995 (To order call (312) 341-0900 Ext. 108)

Beyond the Buzzwords: Key Principles in Effective Frontline Practice, Kinney, Jill

and Kethy Strand and Marge Hagerup and Charles Bruner
This monograph illustrates how similar basic principles of effective front line service delivery are emerging across all segments of the human service system. It is a useful tool for illustrating how people in health, child welfare, mental health, school-linked services and other fields are moving toward common ground. National Center for Service Integration. Tools for Systems Reform , Jan. 1995 ($4.00 - To order call the Child and Family Policy Center (515) 280-9027)

Guidelines for Family Support Practice
This document synthesizes what we know about effective family support into a set of guidelines of significant value to front line workers, administrators and policymakers. Family Resource Coalition. 1996 (To order call (312) 341-9361)

B) DEFINING SERVICES, SUPPORTS AND OPPORTUNITIES

Improving Results for Children, Youth and Families: A Comprehensive Guide to Ideas and Help: "Where the Tube Hits the Road: Providing Services, Supports and Opportunities that Improve the Lives of Children, Youth, and Families", Pittman, Karen and Michele Cahill
This article offers different concepts of services, supports and opportunities. Center for Youth Development and Policy Research. Vol. I (For copies call (202) 884-8404)

Children, Families and Communities: A New Approach to Social Services, Wynn, Joan. et al.
This report describes a new way of thinking about supporting children and families through "primary services." Primary services are what all families need -- libraries, recreation centers, cultural experiences, youth organizations, etc. The Chapin Hall Center for Children. The University of Chicago, 1994 ($8.00 Prepaid - To order call (773) 753-5900)

Children, Families and Communities: Early Lessons from a New Approach to Social Services, Wynn, Joan R., Sheilla M. Merry and Patricia G. Berg
This monograph offers a big picture analysis of the early stages of comprehensive community-based initiatives in eight Chicago neighborhoods. Its particularly useful in describing the challenges of work at the neighborhood level. The American Youth Policy Forum. 1994 ($5.00 Prepaid - To order call (202) 775-9731)

C) STRATEGIC PLANNING

A Guide to Community-based Collaborative Strategic Planning, Chynoweth, Judith K.
This guide is a very useful "how to" on collaborative planning. It includes basic tools for stakeholder analysis, choosing desired outcomes and implementation planning. Council of Governors' Policy Advisors. 1994 ($15.95 - To order call (202) 624-5386)

A Guide for Planning - Making Strategic Use of the Family Preservation and Support Services Program
Originally designed to support early implementation of the Family Preservation and Support Program, this guide contains many useful suggestions relevant to any collaborative endeavor. Center for the Study of Social Policy (CSSP) & Children's Defense Fund (CDF). Oct. 1994 (To order call CSSP (202) 371-1565 or CDF (202) 628-8787)

An Overview of Services for Children & Youth in Pima County, Arizona
This paper is an excellent example of an inventory of funding for human services in a single county. The We Care Coalition. The Community Planning Project of Information & Referral Services, April 22, 1996 (To order call (602) 323-1303)

Charting a Course: Assessing a Community's Strengths and Needs, Bruner, Charles
This monograph explains the basic strategies and steps in the process of conducting a community assessment. National Center for Service Integration, Jan. 1995 (To order call (212) 927-9162 Resource Brief #21993)

D) SERVICE DELIVERY STRATEGIES

1) *0-3 Living and Testing the Collaborative Process: A Case Study of Community Based Services Integration,* View, Virginia A. and Kim J. Amos
This document includes case studies of different collaborative efforts to meet the needs of very young children. Zero to Three. 1994 (For copies contact the National Center for Clinical Infant Programs (202) 638-1144)

Starting Points: Meeting the Needs of Our Youngest Children
This document describes the challenges facing children 0-3, and outlines the strategies for meeting their needs. It has played a pivotal role in promoting public attention to this vulnerable group of children. The Report of the Carnegie Task Force on Meeting the Needs of Young Children. Carnegie Corporation of New York, April 1994 ($10.00 - To order call (212) 371-3200)

A Guest in My Home - A Guide to Home Visiting Partnerships that Strengthen Families and Communities, Hoover, Terry Davis and Faye Johnson, and Connie Wells and Carol Graham, and Marcie Biddleman
This guide describes a detailed plan for organizing a collaborative approach to home visiting services. Florida Department of Health & Rehabilitative Services. Family Health Services, Sept 1996 (To order call (904) 488-2834 X110)

A Community-Driven Approach to Infant Mortality Reduction
This is one of a series of papers based on the experience of the federal Healthy Start Program which is designed to reduce infant mortality. Healthy Start is a collaborative endeavor at the neighborhood level that teaches important lessons about consumer participation, the role of outreach workers, and other important issues. National Center for Education in Maternal & Child Health. The Healthy Start Initiative, National Maternal & Child Health Clearinghouse, 1996 (To order call (703) 821-8955)

2) YOUNG CHILDREN

Community Mobilization: Strategies to Support Young Children and Their Families, Dombro, Laura, Nina O'Donnell, Ellen Galinsky, Sarah Melcher, and Amy Farber
This guide describes a wide array of strategies which communities are pursuing to mobilize resources on behalf of young children. It includes efforts to: mobilize the business community, generate public support and early care and education, build linkages across agencies and many related strategies. Families and Work Institute. 1996 (To order call (212) 465-2044)

Financing Child Care In The United States - An Illustrative Catalog of Current Strategies
This is a compendium of the country's most innovative public- and private-sector strategies for financing child care services, with in-depth profiles and analyses of nearly 50 projects. The Pew Charitable Trusts (To order call (215) 575-4802)

Head Start - Child Care Partnership, Poersch, Oxedine Nicole and Helen Blank
This is extremely valuable guide to building stronger partnerships between Head Start and Child Care programs. It contains numerous examples of working partnerships. Children's Defence Fund. 1996 ($6.00 - To order call (202) 628-8787 ask for

publications)

Children in Social Peril: A Community Vision for Preserving Family Care of African American Children and Youths, Brissett-Chapman, Sheryl and Mareasa Issacs-Shockley
This publication examines: Summit issues and challenges, The African American Community of the Future, Strategies ad Recommendations and Implications for Culturally Attuned Leadership. Child Welfare League of America (To order call (202) 638-2952)

3) YOUTH

Prevention or Pork? A Hard-Headed Look at Youth-Oriented Anti-Crime Programs, Mendel, Richard A.
This monograph provides a survey of what is known about the effectiveness of youth crime prevention programs, what works and what does not. It is helpful in preparing and designing prevention strategies and explaining why prevention works for the public. American Youth Policy Forum. 1995 ($5.00 Prepaid - To order call (202) 775-9731)

An Oakland Blueprint for Youth Development, Urban Strategies
This is an excellent example of one community's blueprint for dealing with youth issues. The blueprint identifies problems and assets, desired outcomes and potential strategies to achieve those outcomes. The Urban Strategies Council with the Youth Development Initiative Working Group. Call To Action Council, June 1996 (To order call (510) 893-2404)

Youth Development: A Primer, Fleming, Wanda E. and Elaine Johnson
This brief discusses youth development through: identifying youth development and positive outcomes, opportunities and supports, healthy communities, and accomplishments. Center for Youth Development and Policy Research. 1996 (To order call (202) 884-8267)

4) FATHERS

Georgia Academy Journal: Putting Fathers into Families, Smith, Ralph
This article discusses the importance of not overlooking fathers in the development of family support programs. Georgia Academy for Children and Families. Winter 1993/1994 (To order call (404) 527- 7394)

World Without Work Causes and Consequences of Black Male Joblessness
This paper explains the problem of Black Male Unemployment and suggests various strategies for dealing with this important challenge. Center for the Study of Social Policy & Philadelphia Children's Network. Dec. 1994 (To order call (202) 371-1565)

Young Unwed Fathers, Achatz, Mary and Crystal MacAllum
This report summarizes the learning from a series of demonstration projects intended to reengage young unwed fathers with their children and assist the father's in improving the education and employment status. Public/Private Ventures, Spring 1994 (To order call (215) 557-4400) For further resources contact National Institute for the Advancement of Responsible Fatherhood (202) 293-4420

5) SUPPORTING PARENTS WORKING

Making the Shoe Fit: Creating a Work-Prep System for a Large and Diverse Welfare Population, Herr, Toby, Suzanne Wagner, and Robert Halpern
This paper is based on the experience of Project Match, a long-term initiative to

support the transition from welfare to work for parents in Chicago. It describes the range of alternative approaches which policymakers and practitioners need to set in place in order to enable parents to enter and remain in the labor force. Project Match. (To order call (312) 755-2250)

Building the Ladder: Strategies for Economic Independence-Oriented Welfare Reform
This monograph describes strategies to enhance the economic independence of welfare participants, including individual development accounts and micro-enterprise development, among others. Corporation for Enterprise Development. (To order call 202-408-9788)

After AFDC: Welfare with Work Choices and Challenges for States
This research paper analyzes the results of various welfare to work strategies programs over the past decade or so. It discuss the tensions between competing policy objectives and describes what works relative to employer incentives, job search assistance, education and training, child care and other related topics. Manpower Demonstration Research Corporation. ($12.00 - To order call (212) 532-3200)

Implementing Welfareb Reform: Solutions to the Substance Abuse Problem, Young, Nancy, Sidney Gardner

Work First: How to Implement an Employment-Focused Approach to Welfare Reform
This "how-to" guide will help collaboratives put together effective employment strategies in the context on the new welfare reform legislation. Manpower Demonstration Research Corporation. (To order call (212) 532-3200)

6) HEALTH

An Introduction to Medicaid Managed Care: A Technical Assistance paper for The Children's Initiative: Making Systems Work Beyond A Healthy Start: A Roundtable on Collaboration and Sustainability, Rosenbaum, Sara and Roger Schwartz
This paper provides a valuable description of the basics of managed care. This is essential information for every collaborative working to ensure the delivery of quality health services to children and families. The Center for Assessment and Policy Development. Bala Cynwd, PA (To order call (610) 664-4540)

Managed Care and Children and Family Services, Drissel, Anne
This guide presents a broad overview of managed care concepts and suggests some of the myriad of challenges it raises for CFSS administrators and advocates. It outlines how a systemic review of the service system could be conducted and identifies some key issues to be considered and questions that need exploration, encouraging planners to recognize differences in applicability between health systems and other human services. The Annie E. Casey Foundation, (Copies are free, To order call (410) 547-6600)

Managed Care: Challenges for Children and Family Services, Scallet, J.D., Cindy Brach and Elizabeth Steel
This report provides a bridge from the sectors where managed care is relatively advanced to those where managed care is relatively advanced to those where managed care is beginning to make inroads. This paper includes: trends, cross-cutting issues, is Managed Care the way to go? Deciding whether to embark, public responsibility in Managed Care, designing managed care alternatives, the role of risk-sharing arrangements. The Annie E. Casey Foundation, (Copies are free, To order call (410) 547-6600)

7) CONFIDENTIALITY

Confidentiality and Collaboration: Information Sharing in Interagency Efforts
This monograph address the basic questions that collaboratives and individual agencies must ask and answer concerning confidentiality and how to share information in a manner which respects the rights of families. Education Commission of the States. Jan. 1992 (To order call (303) 299-3692)

8) SCHOOL LINKED SERVICES

The City Beacon Newsletter
This newsletter describes an important school-based initiatives that works through community-based organizations. Beacon Schools: Fund for the City of New York. (To order call (212) 925-6675)

A Unique Partnership, The Story of a Community School, Koerner, Edgar
This is the story of the relationship between the Children's Aid Society and the New York City Public Schools which is now operating in four schools in New York City. Children's Aid Society. National Institute for Community Schools. Sept. 1993 (To order call (212) 569-2880)

The Community Half of Community Education - Part I
This edition of the Community Education Journal describes a series of new approaches to recreating the relationship between communities and their schools. Community Education Journal. Vol. XXIII Nos. 1/2 Fall 1995/Winter 1996 (To order call (703) 359-8973)

School Community Collaboration: A Vehicle for Reform, Toward Collaboration: Youth Development, Youth Programs and School Reform, Cahill, Michele
This is a very useful synthesis of different strategy approaches to youth development and school reform. Center for Youth Development and Policy Research. 1996 ($5.00 Prepaid - To order call (202) 884-8266)

9) COMMUNITY BASED SERVICES (INTEGRATED SERVICES)

The Center for Family Life and the Sunset Park Community, Sheffer, Ether
This monograph offers an in-depth picture of a comprehensive family center in Brooklyn. It exemplifies the vision of services where no one ever says "it's not my job." Foundation for Child Development. April 1992 (To order call (212) 697-3150) Surdna Foundation, (212) 730-0030

Systems Change at the Neighborhood Level: Creating Better Futures for Children, Youth, and Families
Describes how neighborhoods are organizing planning and decision making structures to improve child and family well-being. Center for the Study of Social Policy. (To order call (202) 371-1565)

PATCH: Its Origin, Basic Concepts, and Links to Contemporary Public Health Policy, Kreuter, Marshall W.
This article describes the Patch Program -- an initiative that creates teams of workers from the child protective services, mental health, public health and law enforcement systems to work intensively with families at the neighborhood level. This is a very good example of how interagency collaboration at the neighborhood level can create effective services and support for children and families. The Family Resource Center (To receive information on PATCH, call (319) 398-3300)

10) INFORMAL SUPPORTS

Redefining Self-Self: Policy and Practice, Riessman, Frank and David Carroll

This book describes the self-help world and explores how public policies can support the effective development of self-help and mutual aid groups and strategies Jossey-Bass Publishers, San Francisco: 1995 (To order call (212) 224-1174)

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VI. FINANCE AND RESOURCE DEVELOPMENT

A) FINANCING

Getting to the Bottom Line: State and Community Strategies for Financing Comprehensive Community Service Systems, Farrow, Frank and Charles Bruner
This is a useful document to introduce important concepts of financing and comprehensive reform efforts. It does not explicitly discuss "managed care" or "service systems," which are emerging as new financing strategies. National Center for Service Integration. Resource Brief 4 ($4.00 Prepaid - To order call (212) 927-9162)

Compendium of Comprehensive, Community-Based Initiatives: A Look at Costs, Benefits, and Financing Strategies, Hayes, Cheryl et al.
The compendium reviews 50 comprehensive, community-based initiatives which offer promising models for community change. They are documented to enable policy makers or community developers to draw well-informed conclusions about the costs, benefits and financing strategies related to each initiative. The Finance Project. July 1995. ($7.50 Prepaid - To order call (202) 628-4200)

B) RESULTS-BASED BUDGETING

A Strategy Map for Results-Based Budgeting - Moving From Theory to Practice, Friedman, Mark
This is an excellent overview of the issues outcome-based budgeting generally, connecting financial and programmatic functions, and moving to multi-year funding. The Finance Project. Sept 1996 ($7.50 Prepaid - To order call (202) 628-4200)

Deciding for Investment: Getting Returns on Tax Dollars. Brizius, Jack and the Design Team
This publication looks at logical model/planning scenarios for establishing a "results-based budgeting" system. Alliance for Redesigning Government. 1994 ($20.00 Prepaid - To order call (301) 617-7801)

Outcome Funding: A New Approach to Targeted Grant-making, Williams, Harold
This publication considers alternatives to make funding and grant decisions that employ a more outcome-based approach. Rensselaerville Institute. 1991 (For copies contact the Rensselaerville Institute at (518) 276- 6000)

C) RETURN ON INVESTMENT

Investment-Based Budgeting--The Principles of Converting from a Remediation Response to a Prevention/Investment Budget, Bruner, Charles, and Steve Scott
This monograph gives insight on the logic of using return-on-investment (ROI) modelling to move from a "remediation-response" to a "prevention-investment" approach to budgeting. Child and Family Policy Center. Occasional Paper 12, 1994

(Prepaid - To order call (515) 280- 9027)

Allegheny County Study: Potential Returns on Investment from a Comprehensive, Family Centered Approach in High-Risk Neighborhoods, Bruner, Charles, Steve Scott, and Martha Steketee
This paper studies the application of ROI modelling to a specific place and involves giving family support services to families with very young children. Child and Family Policy Center. 1995 ($10.00 Prepaid - To order call (515) 280-9027)

Diverting Children from a Life of Crime: Measuring Costs and Benefits, Greenwood, Peter, Karyn Model, C. Peter Rydell, and James Chiesa
This monograph assesses the cost-effectiveness of different crime prevention strategies that involve early intervention in the lives of people at risk of pursuing a criminal career. Analyzing research on effective practices and modelling approaches for their cost- effectiveness is also included. Rand Corporation. Santa Monica, CA: 1996 (To order call (310) 451-7002)

D) BLOCK GRANTS

Rethinking Block Grants: Toward Improved Intergovernmental Financing for Education and Other Children's Services, Hayes, Cheryl
This paper discusses the history of block grants. The Finance Project. 1995 ($7.50 Prepaid - To order call (202) 628-4200)

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VII. LEADERSHIP/PROFESSIONAL DEVELOPMENT AND CAPACITY BUILDING

A) PROFESSIONAL DEVELOPMENT

Staff Development in Support of an Integrated, Responsive Service System for Children and Families: Models and Strategies for the Alameda County Interagency Children's Policy Council, Jameson, Wendy and Susan Lubeck
This monograph discusses the problems with typical staff development programs, principles for how to improve those programs, and effective strategies for conducting and evaluating them. Urban Strategies Council. 1994 (To order call (510) 893-2404)

LINC Professional Development Plan: A Comprehensive Investment Plan To Enhance Personal and Professional Growth and To Build Capacity To Respond to Organizational and Community Needs
This paper offers a good professional development plan from a community collaborative. Kansas City, Missouri, Local Investment Commission. (LINK) (To order call (816) 889-5050)

Professional Attitudes, Judgment and Confidentiality: Tensions in School-linked Services, Greater than the Sum: Professionals in a Comprehensive Services Model, Manley-Casimir, Michael E., Mary T. Hall, and Rebekah A. Levin
This book has an excellent discussion of the tensions between professionals working to improve conditions for children, youth and families, and the challenges of helping them work together. ERIC Clearinghouse on Teacher Education. 1994 (Prepaid - To order call (202) 293-2450)

Frontline Family Workers -- The Role of the Family Development Specialist, Bruner, Charles
This is an excellent overview of how frontline practice with families most change. Child and Family Policy Center Tools for Systems Reform. Jan. 1995 (Prepaid - To order call (515) 280-9027)

Proceedings National Conference on Interprofessional Education and Training, Brandon, Richard and Linda Meuter
This paper describes efforts to change the manner in which universities prepare people to work with families. A useful overview of the challenges in changing how institutions of higher education do their work. University of Washington. Human Services Policy Center, Training for Interprofessional Collaboration Project, 1995 (To order call (206) 685-7612)

B) NEIGHBORHOOD LEADERSHIP DEVELOPMENT

Hampton Neighborhood College, Description of the Neighborhood College in the City of Hampton, Blackburn, Dave
This is an excellent example of a neighborhood resident/community leadership development plan. The Neighborhood Office. (For information call (757) 727-6460)

Blueprint for Volunteer Diversity
This publication outlines the proactive leadership development program, Blueprint for Volunteer Diversity. It is a vehicle to help ensure that decision-making bodies are composed of people who reflect the diverse populations of their communities. Blueprint for Volunteer Diversity, United Way of the Inland Valleys (To order call (909) 697- 4700)

C) BUILDING COMMUNITY LEADERSHIP

Building Community Leadership, Studies Program of Independent Sector, Gardner, John
This is an excellent overview of the challenges and the "how's" that face community leaders. Independent Sector. ($10.00 Prepaid - To order call (202) 223-8100)

The Path of Most Resistance: Reflections on Lessons Learned from New Futures
The Casey Foundation reflects on its experience with the ground breaking New Futures initiative. The foundation's lessons about the comprehensive collaboration change processes are equally relevant for states, communities, and agency leaders. The Annie E. Casey Foundation. 1996 (Free - To request call (800) 222-1099)

Transforming Politics, Crislip, David
This article describes four principles that leaders must focus on for improving public confidence in our institutions: focus on tangible results, engaging diverse stakeholders, building a civic culture, and involve citizens at large. Institute for Educational Leadership. ($6.00 Prepaid - To order call (202) 822-8405)

D) LEADERSHIP DEVELOPMENT (GENERAL)

Directory: Leadership Training Resources
This directory contains listings of organizations across the country which provide leadership training. Institute for Educational Leadership. 1995 ($10.00 Prepaid - To order call (202) 822-8405)

Leader to Leader, Drucker, Peter, Jim Collins, Rosabeth Moss Kanter, Steven Kerr, and John W. Gardner
This is a new journal on leadership in the public sector and non-profit arenas. The

articles will help existing leaders think and act in new ways. Drucker Foundation and Jossey-Bass Publishers. (For more information call (212) 224-1174)

The Leader's New Work: Building Learning Organizations, Senge, Peter M.
This is a quick and cogent piece on Peter Senge's approach to change through the five discipline's of systems: thinking, building shared vision, mental models, personal mastering and team learning. Sloan Management Review. Reprint Series, Vol. 32, No. 1, Fall 1990 (Check your library for copies)

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VIII. DIVERSITY (RACE, LANGUAGE, CULTURE)

A) DIVERSITY IN SYSTEMS REFORM AND COMMUNITIES

Drawing Strength from Diversity, Effective Services for Children, Youth and Families, Chang, Hedy
This monograph offers readers a basic overview of the connection between issues of racism, language and culture, and efforts to reform and improve services to children and families. Its central premise is that reforms will not be successful unless attention to diversity is paid throughout all aspects of the reform effort. The monograph provides examples of how issues of diversity emerge in terms of community assessment, innovations in service delivery, community governance, evaluation and financing. California Tomorrow. ($21.00 - To order call (415) 441-7631)

Facing Racial and Cultural Conflict: Tools for Rebuilding Communities
This monograph discusses how to use conflict resolution strategies to address racial conflicts. Program for Community Problem Solving. ($20.00 - To order call (202) 783-2961)

Making Differences Matter: A New Paradigm for Managing Diversity, Thomas, David and Robin
Ely This article addresses diversity in the workplace, looking at the business world and the positive effects diversity offers. Harvard Business Review. September-October 1996 (To order call (800) 545-7685)

B) WORKING WITH DIVERSE FAMILIES

Culture and Family Centered Practice
This brief explains how the specific history, values and traditions of different ethnic/racial groups relate to family centered practice. The Family Resource Coalition. Fall/Winter 1995-1996, Volume 14, Number 3 & 4. (To get more information please fax (312) 341-9361.)

Services To Minority Populations: What Does it Mean To Be a Culturally Competent Professional?
This article examines the implications of diversity for the knowledge and skills of professionals working with children, youth and families. Research and Training Center on Family Support and Children's Mental Health. Focal Point Magazine, Vol. 2, No. 4, Summer 1988 (To order call (503) 725-4040)

Diverse Children for a Life of Crime: Measuring Costs and Benefits, Greenwood,

Peter, Karyn Model, C. Peter Rydell, and James Chiesa
This monograph assesses the cost-effectiveness of different crime prevention strategies that involve early crime prevention strategies that involve early intervention in the lives of people at risk of pursuing a criminal career, analyzing research on effective practices and modelling approaches for their cost-effectiveness. Rand Corporation. Santa Monica, CA, 1996 ($15.00 - To order call (310) 451-7002)

Guidelines for Family Support Practices: Working With Diverse Families (Chapter IV)
This chapter provides well-researched proactive guidelines for working with diverse families. The Family Resources Coalition. 1996 (To order call (312) 341-0900)

Cultural Competence Self-Assessment Instrument
This workbook can assist agencies in identifying the strengths and weaknesses in its response to culturally diverse staff and client populations. It will enable the agency to develop action steps for specific management and service delivery changes to reach cultural competence. Child Welfare League of America. 1993 (To order call (800) 407-6273)

Perspectives on Servicing African American Children, Youth and Families, Jackson, Sondra and Sheryl Brisset Chapman
This is a valuable resource for working with African American families. Child Welfare Journal, Volume LXXVI #1, Child Welfare League of America, January/February 1997 (To order call (800) 407-2673)

These two documents offer excellent ideas and strategies for working together with Latino families

a) *Empowerment and Latinos,* Family Resource Coalition Report, Fall/Winter, Volume 13, No. II & IV (312) 341-0900

b) *Supporting Latino Families: Lessons from Exemplary Programs,* Shartrand, Angela, Harvard Family Research Project, Vol. I&II, 1996 (To order call (617) 496-4304)

Cultural Competence in Working with the Latino Population, Tello, Jerry
This article addresses bicultural competence through a framework, bicultural awareness, sensitivity, integration, and agencies. Copies can be obtained from Jerry Tello at (818) 333-5033

C) DIVERSITY AND SCHOOLS

Lessons Learned: Supporting Diversity in Schools Through Family and Community Involvement (SDS): A Synthesis of Lessons From a Community and Its Schools
This report looks at the lessons learned about diversity from schools/community partnerships. It suggests that diversity in schools is measured by how students are treated in the classrooms and hallways. Children's success in schools requires involvement of parents, community members, students, school staff, and development of a vision for racial equity and cultural pluralism in schools. Supporting Diversity in Schools. (To order call (612) 224-5463)

D) TECHNICAL ASSISTANCE AND EVALUATION

Culturally Competent Evaluation of Outcomes in Systems of Care for Children's Mental Health
This paper looks at defining cultural competence as the ability to serve individuals of diverse cultural backgrounds. This implies valuing cultural diversity, understanding

how it impacts normal functioning and problems during disease/disorder, and adapting service delivery systems to meet the needs of culturally diverse children and their families. Technical Assistance Center for Evaluation. TA Brief Volume 2, Number 2 1996 (To order call (617) 232-8390 X 2139)

The Implications of diversity for Technical Assistance, Chang, Hedy, Cecilia Leong, Elena Pell and Ted Scott Femenella
This paper is a synthesis of information about the implications of diversity or how technical assistance is developed and delivered, and by whom. It will provoke much needed dialogue among the road range of individuals and groups seeking to improve the lives of children, families and their communities. California Tomorrow. Working Paper, Fall 1996 (To order call (415) 441-7631)

*"An Outside Lens: Lessons Learned from Technical Assistance," California Perspectiv*es, Leong, Cecilia
This article looks at the technical assistance work and documentation featured in this article about what was learned while tying to assist collaboratives working in communities grappling with hard, often contentious issues connected to race and culture as well as language. California Tomorrow, Winter 1997, Volume 5. To order, call 415-441-7631.

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IX. BUILDING CONNECTIONS TO COMMUNITY DEVELOPMENT AND COMMUNITY ORGANIZING

A) OVERVIEW OF THE FIELD

Building Community: Exploring New Relationships Across Service Systems Reform, Community Organizing and Community Economic Development, Bruner, Charlie and Parachini, Larry
This forthcoming paper analyzes the history, culture and strategy of three important strategies: service systems reform, community economic development and community organizing. It is an excellent primer for people who understand these different fields and explore ways to build connections. Child & Family Policy Center (To order call (515) 280-9027)

Corrective Capitalism: The Rise of America's Community Development Corporations, Peirce, Neal R. and Carol F. Steinbach
This is an excellent paper on the history, mission and changing role of community development corporations. Ford Foundation. Office of Reports, July 1987 (To order call (212) 573-4961)

Building Bridges: Community Development Corporations and the World of Employment Training, Harrison, Bennett et al.
This paper describes the role that CDCs are playing in creating job training and employment opportunities. Ford Foundation. Office of Reports, Jan. 1995 (To order call 212-573-4961)

B) COMPREHENSIVE COMMUNITY BUILDING INITIATIVES

Stories of Renewal: Community Building and the Future of Urban America, Joan

Walsh
This paper captures the principles and strategies of the new generation of community builders by analyzing the experiences in five initiatives: The Atlanta Project, Oakland's Urban Strategies Council, Chathem-Savannah Youth Futures Authority, the Comprehensive Community Revitalization Program in the South Bronx, and Baltimore Community Building Partnership Sandtown-Winchester. Written by a journalist, this is a very readable and stimulating monograph. It deals straightforwardly with the issue of race in community building. Rockefeller Foundation. January 1997 (To order call (212) 869-8500)

A Report on Foundations' Support of Comprehensive Neighborhood Based Community-Empowerment Initiatives, Eisen, Arlene
This paper explores the various ways foundations have defined and operationalized community empowerment, neighborhood based programming, and comprehensive systems approaches. The New York Community Trust. March, 1992 (To order call 212-686-0010)

Key Issue Papers on Community Building
This paper describes how innovative United Way's are promoting community building in their communities. United Ways' Community Capacity-Building Stories. 1995 (To order call (703) 836-7100)

Rebuilding Inner-City Communities: A New Approach to the Nations Urban Crisis
This statement by a leading business organization, argues that community building strategies that engage neighborhoods with public and private institutions, are essential to revitalization in inner-cities. Committee for Economic Development. 1995 (To order call (212) 688-2063)

Renewing Community
This brief article provides excellent examples of community renewal strategies. It is written for general audiences. National Civic League & the Alliance for National Renewal. July 1995 (To order call (800) 223- 6004)

Investing in Community: Lessons and Implications of the Comprehensive Community Revitalization Program, Sviridoff, Mitchell and William Ryan
This paper builds on the experience of Comprehensive Community Revitalization Programs in the South Bronx involving five community development corporations and the Surdna foundation. Extrapolates from his experience to principles and strategies of community building. Surdna Foundation (To order call (212) 730-0030)

C) EMPOWERMENT AND ECONOMIC DEVELOPMENT

Employment Strategies for Urban Communities: How to Connect Low-income Neighborhoods with Good Jobs
This synthesis of demonstration initiatives describes how to create jobs in the inner-city and connect people. It includes transportation strategies, establishment of new businesses using human services dollars, urban health care facilities, economic development opportunities and others. The Center for Neighborhood Technology. Neighborhood Works (To order call (312) 278-4800)

Human Services: An Economic Development Opportunity. A Manual for Economic-Based Enterprises, Rhodenbaugh, Thomas
This publication contains literature concerning the essential role of the human services industry in creating economic development opportunities. National Congress for Community Economic Development. ($18.00 - To order call (202) 234- 5009)

The Competitive Advantage of the Inner City, Porter, Michael

This article argues that inner-city neighborhoods are excellent potential sites for economic development and job creation. The Harvard Business Review. May/June 1995 ($5.00 - To order (800) 545-7685 or for permission to quote or reprint on a one-time basis)

Promoting Job Opportunities
Describes how to promote job opportunities in low income communities. Rainbow Research Publications (To order call (612) 824-0724)

Rebuilding the Inner City: A History of Neighborhood Initiatives to Address Poverty in the United States, Halperin, Robert
This book offers a critical analysis of neighborhood anti-poverty initiatives, particularly from the 1960's onward. Columbia University Press. New York 1995 (To order call (212) 666-1000)

Jobs and the Urban Poor: Privately Initiated Sectoral Strategies, Clark, Peggy, Steve Dawson, Amy Kays, Frieda Molina and Rick Surpin
This paper is written in an initial attempt to define "sectoral employment development" as a distinct community-based model for employing the urban poor. The authors intend to accomplish four tasks: propose a definition for "sectoral employment development", describe the defining characteristics of sectoral development, identify thematic issues, and propose recommendations. Charles Stewart Mott Foundation (Copies are free, To order call (810) 766-1766)

Community Renewal of Family Economic Security: The Emerging Role of California's Family Support Programs in Community Economic Development, Stokley, Jan
This publication: explores the emerging role of family support programs in community economic development, resident or participant empowerment as the key to program effectiveness, parental employment, participant interest and support as the most important asset, development and sustain a focus on the local economic opportunities, resources and community markets that effect family welfare. National Economic Development and Law Center, October 1996 (To order call (510) 251-2600)

D) GOING TO SCALE

Realizing a Vision for Children, Families, and Neighborhoods: An Alternative to Other Modest Proposals, Bruner, Charles, Douglas Nelson, and Johnson
This monograph argues that the problems our children face, particularly those in disinvested neighborhoods are worsening. It argues that reform at all levels must work together to implement a new vision that links grassroots participation with significant public sector investments or redeployments to create essential services, supports, and opportunities. National Center for Service Integration. Otis, 1996 (To order call (515) 280-9027)

The Ford Foundation's Neighborhood and Family Initiative: Moving Toward Implementation: An Interim Report, Chaskin, Robert, Mark Joseph
The Neighborhood and Family Initiative is a community development initiative sponsored by the Ford Foundation and launched in four cities. It attempts to create the circumstances under which a working model for neighborhood-based, integrated development can be generated. This report attempts to understand the impact and implications of the central principles and the governing structure of the Neighborhood Family Initiative, reflecting the principles and drawing from the particular experience of participant sites as evidence of general trends and lessons. The Chapin Hall Center for Children at the University of Chicago, 1995 (To order call (773) 753-5940)

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NATIONAL ORGANIZATIONS

AMERICAN ACADEMY OF PEDIATRICS
141 Northwest Point Boulevard
Elk Grove, IL 60009-0927
(847) 228-5005
(847) 228-5097 fax
web site: www.aap.org/
The AAP is dedicated to the health, safety, and well-being of infants, children, adolescents, and young adults. The Academy has been an education and scientific catalyst to improve and strengthen the practice of pediatrics and the delivery of high-quality child health care. It conducts educational programs for child health professionals, encourages support of basic and applied research, and sponsors public information and child advocacy programs.

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (AASA)
1801 North Moore Street
Arlington, VA 22209
(703) 528-0700
(703) 841-1543 fax
e-mail: gwells@aasa.org
AASA is the professional organization for over 18,000 educational leaders, including school superintendents, around the world. Major activities of the association include: publications and audiovisual materials designed to increase the knowledge and skills of educational leaders, governmental relations, conventions, and minority affairs.

AMERICAN PUBLIC WELFARE ASSOCIATION (APWA)
810 First Street, NE, Suite 500
Washington, DC 20002
(202) 682-0100
(202) 289-6555 fax
e-mail: skellam@apwa.org
APWA works with the state human service departments, local public welfare agencies, and individuals concerned with public welfare policy and practice. APWA provides information and technical assistance to state and local officials and others on a variety of topics, child welfare and family preservation, economic security, child support enforcement, food assistance programs, health and Medicaid, immigration policy, and family self-sufficiency.

THE AMERICAN YOUTH POLICY FORUM
1001 Connecticut Avenue, NW, Suite 719 Washington, DC 20036

(202) 775-9731
(202) 775-9733 fax
e-mail: AYPF@aypf.org
The American Youth Policy Forum was born from the work of the Grant Commission on the school-to-work transition. The Forum's mission is to assist in the creation of public policies and private practices that result in American youth being better equipped for success in their multiple roles as workers, parents, and citizens. Using informal educational tools (e.g., information exchange, consensus building, and site visits), the Forum assists policymakers at the national and state levels to develop more coherent, comprehensive, and informed policies in education, training, youth service, and other dimensions of youth development.

BOARD ON CHILDREN, YOUTH AND FAMILIES
Institute of Medicine
National Research Council
2101 Constitution Avenue, NW
Harris 156
Washington, DC 20418
(202) 334-1935
(202) 334-3829 fax
Publications: (202) 334-3965
e-mail: abridgma@nas.edu (Ann Bridgman)
The Board on Children, Youth, and Families was created in 1993 to provide a national focal point for authoritative, nonpartisan analysis of child, youth, and family issues relevant to policy decisions. The Board has identified four priority areas to emphasize in its work: 1) children and youth in precarious family circumstances; 2) the social implications of the growing diversity of the childhood and youth population; 3) the science base for childhood and youth interventions and 4) the quality of children's and youth's health care.

CALIFORNIA TOMORROW
Fort Mason Center
Building B
San Francisco, CA 94123
(415) 441-7631
(415) 441-7635 fax
e-mail: 7474.20.2431@compuserv.com
California Tomorrow is committed to racial, cultural and linguistic diversity in California. The goal if to build a society that is equitable for everyone, especially the children and families who are the future. Through policy research, advocacy, media outreach and technical assistance, California Tomorrow stimulates public dialogue about the need to embrace diversity as the most precious resource and racial equity as our only hope for becoming a just and great society.

CASEY JOURNALISM CENTER FOR CHILDREN AND FAMILIES
8701-B Adelphi Road
Adelphi, MD 20783-1716
(301) 445-4971
(301) 445-9659 fax
e-mail: ctrost@ajr.umd.edu (Cathy Trost, Director)
The mission of the Casey Journalism Center for Children and Families is to enhance reporting about the issues and institutions affecting children and families and to increase public awareness about the concerns facing at-risk children.

CENTER FOR THE STUDY OF FAMILY POLICY
Hunter College

695 Park Avenue
Hunter East Room 1209
New York, NY 10021
(212) 772-4256
CSFP promotes research, dialogue and action in the United States. In order to focus the resources of the academic community upon the growing family policy debate, the Center brings together scholars, policy makers, service providers, and community activists to explore the changing needs of families and to examine current and potential policy responses.

CENTER FOR THE STUDY OF SOCIAL POLICY
1250 Eye Street, NW, Suite 503
Washington, DC 20005
(202) 371-1565
(202) 371-1472 fax
The Center For the Study of Social Policy was established to assist federal, state, and local governments in improving human services for low-income and other disadvantaged populations. The Center seeks to promote systemic reform in human services through changes in financing, administration, and delivery of services. Its mission is to effect change through the analysis of existing policies and the development of new ones that reflect both intergovernmental and interagency perspectives.

CENTER FOR CREATIVE LEADERSHIP
One Leadership Place #27410
P.O. Box 26301
Greensboro, NC 27438-6301
(910) 288-7210
(910) 282-3284 fax
e-mail: inso@leaders.ccl.org
The Center for Creative Leadership is an international, nonprofit educational institute founded in 1970. Its mission is to encourage and develop creative leadership and effective management for the good of society. The Center accomplishes its mission through research, training, and publication, with emphasis on the widespread innovative application of the behavioral sciences to the challenges facing the leaders of today and tomorrow.

CENTER FOR LAW AND SOCIAL POLICY (CLASP)
1616 P Street, NW, Suite 150
Washington, DC 20036
(202) 328-5140
(202) 328-5195 fax
web site: www.clasp.org/
CLASP works to establish effective linkages between U.S. welfare and education systems to help address the problems of America's poor families. The Center provides information and technical assistance to state and federal officials, school personnel, and legal and policy advocates.

CENTER ON BUDGET AND POLICY PRIORITIES
820 First Street NE #510
Washington, DC 20002
(202) 408-1080
(202) 408-1056 fax
e-mail: center@center.cbpp.org
The Center on Budget and Policy Priorities is a leader in analyzing a broad range of budget and policy issues, with an emphasis on those issues that affect low- and

moderate-income Americans. The Center analyzes such matters as federal and state budget and tax policies, poverty and income trends, wage and unemployment issues, welfare, job training, and housing issues.

THE CENTER ON EFFECTIVE SERVICES FOR CHILDREN
PO BOX 27412
Washington, DC 20038-7412
(202) 785-9524
(202) 833-4454 fax
The Center on Effective Services for Children was founded to improve the effectiveness and efficiency of children's services. The Center's focus has been on helping states and localities prepare for block grants and other program changes.

THE CHAPIN HALL CENTER FOR CHILDREN
University of Chicago
1155 60th Street
Chicago, IL 60637
(773) 753-5900
(773) 753-5940 fax
e-mail: wynn-joan@chmail.spc.uchicago.edu
Chapin Hall is an independent center for the research and development of policies, practices, and programs affecting children. Chapin Hall seeks to articulate and represent the interests of children by bringing information, analysis, and an independent perspective to the ongoing public debate about their needs and the ways to meet those needs. While focusing on the children in the state of Illinois, Chapin Hall's work also illuminates the condition of children nationwide.

CHILD AND FAMILY POLICY CENTER
218 Sixth Avenue
Fleming Building, Suite 1021
Des Moines, IA 50309-4006
(515) 280-9027
(515) 244-8997 fax
The Child and Family Policy Center was established to better link research and policy on issues vital to children and families. The Center operates the clearinghouse and technical assistance resource network of the National Center for Service Integration, and provides technical assistance and support to construct more comprehensive, community-based systems of support to families and children. The Center is working to develop more outcome-based approaches to addressing child and family needs, with a particular focus on community-building efforts within disinvested neighborhoods.

CHILD CARE ACTION CAMPAIGN
330 Seventh Avenue, 17th Floor
New York, NY 10001
(212) 239-0138
(212) 268-6515 fax
e-mail: hn5746@handsnet.org
Child Care Action Campaign (CCAC) is a coalition of individuals and organizations whose goal is to improve the lives of children and their families by expanding the supply of good quality, affordable child care. CCAC uses its information resources and strategic skills to engage parents, policymakers, business leaders, and child care providers in improving child care and early education and making them available for all families.

CHILDREN'S DEFENSE FUND
25 E Street, NW

Washington, DC 20001
(202) 662-3544
(202) 662-3560 fax
web site: www.childrensdefense.org/
Children's Defense Fund (CDF) exists to provide a strong and effective voice for all the children of America who cannot vote, lobby, or speak for themselves. CDF pays particular attention to the needs of poor and minority children and to children with disabilities. Its goals are to educate the nation about the needs of children and to encourage preventive investment in children before they get sick, drop out of school, suffer family breakdowns, or get into trouble.

THE CHILDREN'S PARTNERSHIP
1460 4th Street, Suite 306
Santa Monica, CA 90401
(310) 260-1220
(310) 260-1921 fax

5505 Connecticut Avenue, NW
Washington, DC 20015-2601
(202) 362-5902
(202) 362-3598 fax
e-mail: hn3824@handsnet.org
The Children's Partnership is a national nonprofit, nonpartisan organization whose mission is to educate leaders and the public about the needs of America's 67 million children, and to engage them in ways that benefit children. The Partnership undertakes research and policy analysis; publishes reports and materials; develops multimedia campaigns; and forges new alliances among parents, policymakers, and the private sector to achieve tangible gains for children.

CHILD TRENDS, INC.
4301 Connecticut Avenue, NW
Suite 100
Washington, DC 20008
(202) 362-5580
(202) 362-5533 fax
web site: www.childtrends.org/
Child Trends is a non-profit research firm that focuses on children and families. Its primary goal is to improve the quality, scope, and use of research and statistical information concerning children. It seeks to accomplish this objective by: (1) conducting basic research and evaluation; (2) educating the public, policymakers, and media about current trends and disseminating indicators of child health, learning, adjustment, and behavior; (3) improving the concepts, methods, design and coordination of collaborative research projects in this field; (4) fostering collaboration among social scientists and other professionals, educators, medical researchers, policymakers, and service providers; (5) encouraging policymakers to use rigorous research and statistical information.

CHILD WELFARE LEAGUE OF AMERICA
440 First Street, NW, Suite 310
Washington, DC 20001
(202) 638-2952
(202) 6384004 fax
web site: www.cwla.org/
The Child Welfare League of America (CWLA) is an association of more than 800 public and not-for-profit agencies devoted to improving life for at-risk children and youth and their families. For all these areas, CWLA has program experts who consult,

train, and otherwise assist agencies to advance their practice. CWLA is the largest publisher of child welfare materials in the country.

COALITION FOR AMERICA'S CHILDREN
1634 Eye Street, NW, 12th Floor
Washington, DC 20006
(202) 638-5770
(202) 638-5771 fax
web site: www.benton.org/
The Coalition's goals include increasing the legitimacy of children's needs as a public issue, facilitating the public's identification of children's well-being and motivating elected officials and candidates for public office to develop children's platforms. They maintain developing and mounting comprehensive, coordinated national public education campaigns, furthering its members' commitment to a shared children's agenda, conducting and disseminating research and expanding a toolkit for nonprofits.

COMMUNICATIONS CONSORTIUM MEDIA CENTER
1200 New York Avenue, NW
Suite 300
Washington, DC 20005
(202) 362-8700
(202) 682-2154 fax
e-mail: kmonihan@ccmc.org
The Communications Consortium is a public interest media center dedicated to helping nonprofit organizations use media and new telecommunications technologies as tools for public education and policy change. Its mission is to mobilize public opinion through education campaigns with policy experts and organizations that share similar goals and concerns.

COMMUNITY DEVELOPMENT
INSTITUTE
PO Box 50099
East Palo Alto, CA 94303
(415) 327-5846
(415) 327-4430 fax
e-mail: omosat@aol.com
The mission of Community Development Institute (CDI) is to assist low-income communities in combating the causes of racism and poverty. The primary goals of CDI are to build internal capacity, train indigenous leaders, and develop healthier and safer communities. Its services include organizational development, strategic planning, board development, diversity and community relations.

THE COUNCIL FOR EARLY CHILDHOOD PROFESSIONAL RECOGNITION
1341 G Street, NW
Suite 400
Washington, DC 20005-3105
(202) 265-9090
(202) 265-9161 fax
The Council's mission is to increase the status and recognition of early care and education professionals who care for children birth through five years of age in child care centers, family child care homes, and as home visitors. The Council has a team that travels across the country to conduct workshops and seminars for early childhood educators.

COUNCIL OF CHIEF STATE SCHOOL OFFICERS
One Massachusetts Avenue, NW

Suite 700
Washington, DC 20001-1431
(202) 408-5505
(202) 408-8072 fax
Web site: www.ccsso.org/
The Council of Chief State School Officers is a nationwide non-profit organization composed of officials who head the departments of elementary and secondary education in the states, U.S. extra state jurisdictions, the District of Columbia, and the Department of Defense Dependents Schools. The Council undertakes projects that assist states with new policy and administrative initiatives and assist federal agencies and foundations in implementing their programs.

COUNCIL OF THE GREAT CITY SCHOOLS
1301 Pennsylvania Ave, NW, #702
Washington, DC 20004
(202) 393-2427
(202) 393-2400
web site: www.cgcs.org/
The Council of the Great City Schools is the primary advocate for public urban education in America. The Council promotes public policy to ensure the improvement of education and equity in the delivery of comprehensive educational programs, and provides a forum for urban educators to develop strategies, exchange ideas, and conduct research on urban education.

COUNCIL ON SOCIAL WORK EDUCATION
1600 Duke Street, #300
Alexandria, VA 22314
(703) 683-8080
(703) 683-8099 fax
e-mail: cswe@access.digex.net
web site: www.cswe.org/
The Council provides national leadership and a forum for collective action designed to ensure the preparation of competent social work professionals. CSWE's main responsibility is to promote and maintain the quality of social work education. It also works to stimulate knowledge development and practice effectiveness, advance social justice and strengthen community and individual well being. The Council monitors national issues and legislation affecting social work education and promotes sound recruitment, selection, and career development policies to fulfill the profession's values and goals.

DEVELOPMENT TRAINING INSTITUTE
2510 St. Paul Street
Baltimore, MD 21218
(410) 338-2512
(410) 338-2751 fax
e-mail: hn0305@handsnet.org
DTI has two roles: work with innovators - practitioners and supporters - to identify cutting edge issues in community building work and to translate them into useful concepts, best practices and practical tools; work with the community building practitioners to design and provide the highest quality learning experiences to build the capabilities of their organizations and enhance their skills in community building.

EDUCATION COMMISSION OF THE STATES (ECS)
707 17th Street, Suite 2700
Denver, CO 80202-3427
(303) 299-3600

(303) 296-8332 fax
e-mail: ecs@ecs.org
Created in 1965, ECS is an interstate compact that helps state leaders improve the quality of education. ECS conducts policy research, surveys and special studies; maintains an information clearinghouse; organizes state, regional and national forums; provides technical assistance to states; and fosters nationwide leadership and cooperation in education.

FAMILIES AND WORK INSTITUTE
330 Seventh Avenue, 14th Floor
New York, NY 10001
(212) 465-2044
(212) 465-8637 fax
Web site: www.familiesandwork.org/
Families and Work Institute (FWI) is a non-profit organization that addresses the changing nature of work and family life. The Institute is committed to finding research-based strategies that foster mutually supportive connections among work places, families, and communities.

FAMILY IMPACT SEMINAR
1730 Rhode Island Ave, NW, #209
Washington, DC 20036
(202) 496-1964
(202) 496-1975
e-mail: hn4076@handsnet.org
FIS seeks to increase understanding of the effects of public policies and programs on family life and to build capacity for delivering more effective services to children and families. FIS conducts policy studies, conferences, seminars, and roundtables and publishes reports, books, articles, and program guides - all suffused with FIS's broad and balanced perspective on family issues.

FAMILY RESOURCE COALITION
200 South Michigan Avenue, 16th Floor
Chicago, IL 60604
(312) 341-0900
(312) 341-9361 fax
e-mail: HN4860@handsnet.org
The Family Resource Coalition (FRC) is a membership, consulting, and advocacy organization that seeks to strengthen and empower families and communities so that they can foster the optimal development of children, youth, and adult family members. FRC builds networks, produces resources, advocates for public policy, provides consulting services, and gathers knowledge to help grow the family support movement.

THE FATHERHOOD PROJECT
Families and Work Institute
330 Seventh Avenue, 14th Floor
New York, NY 10001
(212) 465-2044 x203
(212) 465-8637 fax
Web site: www.fatherhoodproject.org/
The Fatherhood Project is a national research and education project that is examining the future of fatherhood and developing ways to support men's involvement in childrearing. The Project offers training for early childhood and family support programs; consults with businesses, community organizations, and state and federal agencies; and conducts seminars and public education programs for communities that are interested in promoting responsible fatherhood.

THE FINANCE PROJECT
1000 Vermont Ave, NW, #600
Washington, DC 20005
(202) 628-4200
(202) 628-4205 fax
e-mail: info@financeproject.org
The Finance Project is a national initiative designed to improve the effectiveness, efficiency, and equity of public financing for education and other children's services. Specific activities are aimed at increasing knowledge and strengthening the capability of communities, states, and the federal government to implement promising strategies for generating necessary public resources and improving the return on investments in children and their families.

HARVARD FAMILY RESEARCH PROJECT
38 Concord Avenue
Cambridge, MA 02138
(617) 495-9108
(617) 495-8594 fax
e-mail: hfrp@hugsel.harvard.edu
Harvard Family Research Project (HFRP) conducts and disseminates research about programs and policies to strengthen and support families with young children, advance evaluation practices, and make an impact on program and policy development. HFRP areas of expertise include innovative evaluation strategies; training for community collaboration and family focused practice; school-linked services; development of integrated early childhood family support services; results-based accountability; community response to devolution; and family support program development and evaluation.

HEALTHY MOTHERS, HEALTHY BABIES COALITION
409 12th Street, SW
Washington, DC 20024-2188
(202) 863-2458
(202) 554-4346 fax
e-mail: kandrews@acog.com
Healthy Mothers, Healthy Babies Coalition is an informal association of more than 100 national organizations interested in maternal and infant health. The purpose of the Coalition is to foster education efforts for pregnant women through collaborative activities and sharing of information and resources at the state and national levels.

HUMAN SERVICE COLLABORATIVE
2262 Hall Place, NW
Suite 204
Washington, DC 20007
(202) 333-1892
(202) 333-8217 fax
e-mail: hn5799@handsnet.org
Human Service Collaborative (HSC) is a policy, technical assistance, and consulting group dedicated to planning and implementing neighborhood-driven, culturally competent, family-focused systems of services and supports for children, youth, and their families. HSC has particular expertise in interagency reforms focusing on the child mental health, child welfare, juvenile justice, and special education systems; and in integrating these reforms with managed-care initiatives. HSC also has expertise in the development of culturally competent service systems.

THE INSTITUTE FOR EDUCATIONAL LEADERSHIP

1001 Connecticut Avenue, NW, Suite 310
Washington, DC 20036
(202) 822-8405
(202) 872-4050 fax
e-mail: iel@iel.org
The Institute for Educational Leadership (IEL) is a "hands-on think tank" with a 32 year history of preparing, supporting, and linking leaders. Its goal is to improve the policies and systems that educate and support children, youth, and families. IEL carries out its work by developing and synthesizing knowledge, preparing leaders and other stakeholders, and promoting action. Some of IEL's areas of expertise include leadership development, governance, coalition-building in support of education, and the exploration and analysis of emerging trends and policy issues.

INSTITUTE FOR FAMILY SELF-SUFFICIENCY
413 Wacuta Street, #240
St. Paul, MN 55101
(612) 221-1001
(612) 223-5234 fax
The Institute provides and offers therapy to children and families.

JUDGE DAVID L. BAZELON CENTER
FOR MENTAL HEALTH LAW
1101 15th Street, NW
Suite 1212
Washington, DC 20005-5002
(202) 467-5730, ext. 12
(202) 467-4232 TTD
(202) 223-0409 fax
e-mail: hn1660@handsnet.org
The Bazelon Center is a non-profit public-interest organization to establish the legal rights of children and adults with mental and developmental disabilities and to generate services and supports to meet their needs. It uses a coordinated strategy of precedent-setting litigation, federal and state policy advocacy, and technical assistance for advocates. Key areas for the organization's focus include housing, employment, health care, income support and services that can improve prospects for children.

LOCAL INITIATIVES SUPPORT CORPORATION
733 Third Avenue, 8th Floor
New York, NY 10017-3204
(212) 455-9800
(212) 682-5929 fax
Local Initiatives Support Corporation (LISC) was established to help resident-led community development corpo rations (CDCs) transform their distressed neighborhoods into healthy communities. LISC provides financial and technical support to CDCs in 35 cities nationwide--both to strengthen them organizationally and to support them in a range of housing, economic, and social development activities designed to revitalize distressed neighborhoods. LISC has expertise in community facility/housing development finance and management, community organizing and planning, and organizational development.

NATIONAL ALLIANCE OF BUSINESS (NAB)
Center for Excellence in Education
1201 New York Avenue NW Suite 700
Washington, DC 20005
(202) 289-2888
(202) 289-1303 fax

e-mail: info@nab.com
NAB seeks to help build a quality workforce for America that will provide business with highly qualified, job-ready workers. The Alliance carries out its mission by working with private employers and through public/private partnerships.

NATIONAL ALLIANCE OF PUPIL SERVICE ORGANIZATIONS (NAPSO)
Policy and Advocacy in the Schools Practice
750 First Street, NW
Washington, DC 20002-4242
NAPSO is a coalition of national professional organizations whose members provide a variety of remedial, supportive, and preventive services required to assist children to benefit fully from their education.

NATIONAL ASSEMBLY OF NATIONAL VOLUNTARY HEALTH AND SOCIAL WELFARE ORGANIZATIONS, INC.
1319 F Street, NW, Suite 601
Washington, DC 20004
(202) 347-2080
(202) 393-4517 fax
web site: www.nassembly.org/
The National Assembly is an association of national voluntary human service organizations that work together to advance the mission of each agency and the human service sector as a whole. The Assembly facilitates organizational advocacy for public policies, programs, and resources that are responsive to human service organizations and those they serve.

NATIONAL ASSOCIATION FOR FAMILY CHILD CARE
206 6th Avenue, #900
Des Moines, IA 50309
(515) 282-8192
(515) 282-9117 fax
e-mail: nafcc@assoc-mgmt.com
The mission of the National Association for Family Child Care (NAFCC) is to strengthen the profession of family child care through the Association's accreditation process, leadership training, technical assistance, newsletters, and a biannual conference. A primary focus of NAFCC is to enhance quality by increasing the resources available to providers through strong family child care associations and by targeting and developing leadership at the local and state levels.

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC)
1509 16th Street, NW
Washington, DC 20036
(202) 232-8777
(202) 328-1846 fax
web site: www.naeyc.org/
NAEYC offers professional development opportunities to early childhood educators designed to improve the quality of services to children from birth to age eight. NAEYC publishes a quarterly journal; conducts annual conferences; provides information and resources on child development and public policy affecting young children; and administers a national, voluntary accreditation system for child care centers and schools. NAEYC established an initiative to improve the quality and consistency of professional preparation programs for early childhood educators.

NATIONAL ASSOCIATION OF CHILD ADVOCATES
1522 K Street, NW, #600

Washington DC 20005
(202) 289-0777
(202) 289-0776 fax
e-mail: hn1315@handsnet.org
NACA's mission is to secure the safety, health and education of all children by building and strengthening state-and community-based child advocacy organizations.

NATIONAL ASSOCIATION OF CHILD CARE RESOURCE & REFERRAL AGENCIES
1319 F Street, NW, Suite 810
Washington, DC 20004-1106
(202) 393-5501
(202) 393-1109 fax
e-mail: HN5018@handsnet.org
National Association of Child Care Resource & Referral Agencies (NACCRRA) is a membership organization of over 450 community-based child care resource and referral (CCR&R) organizations and state networks throughout the United States and Canada. Locally, and at the state level, child care resource and referral agencies with their threefold mission of services to families, working in the community for improved services to families and children, and managing information, are in a unique position to play key roles in community mobilization to improve services to children and families. CCR&R organizations help families manage life transitions that include preparation for parenthood; return to education, training or work; job changes; and family emergencies. In its work with child care providers, CCR&R organizations work to impact availability, quality, and affordability issues while making the system more responsive to family needs.

NATIONAL ASSOCIATION OF COMMUNITY HEALTH CENTERS (NACHC)
1330 New Hampshire Avenue, NW Washington, DC 20036
(202) 659-8008
(202) 659-8519 fax
NACHC is a nonprofit advocacy and membership organization representing community and migrant health centers, health care for the homeless programs, and others interested in improving access of low-income individuals and medically underserved communities to preventive and primary health care services. NACHC provides information support and technical assistance to health centers; organizes conferences, workshops, and training seminars; publishes newsletters and educational materials; and works to ensure that all persons receive high-quality, culturally competent, comprehensive preventive and primary health care services.

NATIONAL ASSOCIATION OF COUNTIES (NACO)
440 First Street, NW, 8th Floor
Washington, DC 20001
(202) 393-6226
(202) 393-2630 fax
web site: www.naco.org/
NACO, the only national organization representing county government in the U.S., serves as a national advocate for county concerns and assists in finding innovative methods for meeting challenges counties face. In human services, NACo's mission is to aid in developing programs designed to encourage self-support, self-reliance, strengthened family life, and the protection of children and adults.

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS (NAESP)
1615 Duke Street
Alexandria, VA 22314-3483
(703) 684-3345

(703) 548-6021 fax
e-mail: naesp@naesp.org
NAESP is a professional organization of more than 26,000 elementary and middle school principals around the world. NAESP conveys the unique perspective of the school principal to the highest policy councils of our national government. Through national and regional meetings, award-winning publications, and joint efforts with affiliates, NAESP is a strong advocate for the millions of American children.

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS (NASSP)
1904 Association Drive
Reston, VA 20191
(703) 860-0200
(703) 476-5432 fax
e-mail: nassp@nassp.org
NASSP is an association serving all school administrators in middle schools and high schools. It publishes a host of materials in print, audio and videotapes, and software; conducts conventions and conferences for professional development; and provides a national voice in government.

NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW)
750 First Street, NE, Suite 700
Washington, DC 20002-4241
(202) 408-8600
(202) 336-8310
web site: www.naswdc.org/
NASW members are professionally qualified social workers who provide services to children and families in health, education, and social service agencies. Case management, coordination of services, and advocacy are major functions performed by social workers. NASW organizes conferences, provides information and technical assistance, develops standards, and advocates for more effective service delivery systems.

NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION (NASBE)
Coordinated Services for Children
1012 Cameron Street
Alexandria, VA 22314
(703) 684-4000
(703) 836-2313 fax
web site: www.nasbe.org/
NASBE is a nonprofit, private association that represents state and territorial boards of education. NASBE provides information on: educational policy-setting at the state level; successful programs for youth at risk; adolescent health; and early childhood education. Publications on these subjects are available.

NATIONAL BLACK CHILD DEVELOPMENT INSTITUTE
1023 15th Street, NW, Suite 600
Washington, DC 20005
(202) 387-1281
(202) 234-1738 fax
e-mail: moreinfo@nbcdi.org
The National Black Child Development Institute (NBCDI) is dedicated to improving the quality of life and opportunities for African American children and their families through direct services, public education, and leadership development. NBCDI focuses primarily on issues and services that fall within four areas: health, child welfare, education, and child care/early childhood education.

NATIONAL CENTER FOR CHILDREN IN POVERTY
Columbia University School of Public Health
154 Haven Avenue
New York, NY 10032
(212) 304-7100
(212) 544-4200 fax
e-mail: nccp@columbia.edu
The mission of the National Center for Children in Poverty (NCCP) is to identify and promote strategies that reduce the number of young children living in poverty in the United States, and to improve the life chances of millions of children under age six who are growing up in poverty. Activities include gathering and disseminating information about child poverty and its consequences, conducting field-based program studies, providing a state and local perspective on relevant national issues, and bringing together public and private groups to assess the efficacy of different strategies for lowering the number of young children living in poverty.

NATIONAL CENTER FOR EDUCATION IN MATERNAL AND CHILD HEALTH
2000 15th Street North, Suite 701
Arlington, VA 22201-2617
(703) 524-7802
(703) 524-9335 fax
web site: www.ncemch.georgetown.edu
The Center is dedicated to improving the health, education, and well-being of children and families. The Center is working to maintain and strengthen its role as a key resource to the MCH community.

NATIONAL AND CHILD HEALTH CLEARINGHOUSE
2070 Chain Bridge Road, Suite 450
Vienna, VA 22182-2536
e-mail: ncemch1d)@gumedlib.dml.georgetown.edu
National Center for Education in Maternal and Child Health (NCEMCH) provides information services, technical assistance, and educational materials to organizations, agencies, and individuals interested in maternal and child health. NCEMCH maintains a reference collection of policy papers, agency reports, conference proceedings, annuals, guidelines, sample consumer education materials, curricula, and materials on the history of maternal and child health services.

NATIONAL CENTER FOR FAMILY LITERACY
Waterfront Plaza, Suite 200
325 West Main Street
Louisville, KY 40202-4251
(502) 584-1133
(502)584-0172 fax
e-mail: ncfl@aol.com
The National Center for Family Literacy (NCFL) provides leadership in family literacy. It serves the literacy needs of families, so that families in need can achieve educational, economic, and social well-being. NCFL's goal is to make family literacy services available to every family in the nation that needs these services.

NATIONAL CENTER FOR SERVICE INTEGRATION CLEARINGHOUSE
c/o Child and Family Policy Center
218 Sixth Avenue
Fleming Building #1021
Des Moines, Iowa 50309-4006
(515) 280-9027
(515) 244-8997 fax

e-mail: hn2228@habdsnet.org
The mission of the National Center for Service Integration Clearinghouse (NCSI) is to stimulate and support service integration efforts across the country by serving as an information clearinghouse for documents, programs, and organizations. NCSI's initial focus is on integrating educational, health, and other social services directed to children and families. NCSI has defined service integration as the process by which a range of educational, health, and social services are delivered in a coordinated way to improve the outcomes of individuals and families.

NATIONAL CHILD CARE INFORMATION CENTER
301 Maple Avenue West, Suite 602
Vienna, VA 22180
(800) 616-2242
(800) 716-2242 fax
TDD: (800) 516-2242
Web site: www.ericps.ed.uiuc.edu/nccic/nccichome.html
The National Child Care Information Center (NCCIC) has been established to complement, enhance, and promote child care linkages and to serve as a mechanism for supporting quality, comprehensive services for children and families.

NATIONAL CIVIC LEAGUE
1445 Market Street, Suite 300
Denver, CO 80202-1717
(303) 571-4343
(303) 571-4404 fax
Web site: www.ncl.org/
National Civic League (NCL) advocates a new civic agenda to create communities that work for everyone. NCL promotes the principles of collaborative problem-solving and consensus-based decision making. NCL accomplishes its mission through technical assistance, training, publishing, research, and an awards program.

NATIONAL COALITION FOR PARENT INVOLVEMENT IN EDUCATION
c/o IEL
1001 Connecticut Ave, NW Suite 310
Washington, DC 20036
(202) 822-8405 Ext. 53
(202) 872-4050 fax
web site: www.ncpie.org/
The National Coalition for Parent Involvement in Education (NCPIE) is dedicated to developing effective family/school partnerships in schools throughout the United States. Its mission is to advocate the involvement of parents in their children's education and to foster relationships between home, school, and community that can enhance the education of all the nation's young children. The coalition seeks to serve as a visible national representative for parent involvement, conduct parent involvement activities with members and other sectors, and provide information that helps members promote parent involvement.

NATIONAL COMMUNITY EDUCATION ASSOCIATION (NCEA)
3929 Olf Lee Highway #91A
Fairfax, VA 22030
(703) 359-8973
(703) 359-0972 fax
e-mail: ncea@ncea.com
NCEA's purpose is to promote parent and community involvement in public education, promote community partnerships to address community needs, and expand lifelong learning opportunities for community residents of all ages and educational

backgrounds. NCEA offers conferences, workshops, consultancies, and publications, including a newsletter, Community Education Today and the quarterly Community Education Journal.

NATIONAL CONFERENCE OF STATE LEGISLATURES
1560 Broadway, Suite 700
Denver, CO 80202
(303) 830-2200
(303) 863-8003 fax

444 North Capitol Street, NW, Suite 515
Washington, DC 20001
(202) 624-5400
(202) 737-1069 fax
Web site: www.ncsl.org/
BBS: (303) 830-7833
The National Conference of State Legislatures (NCSL) is composed of the legislatures of each of the 50 states, the District of Columbia, each of the territories of the United States, and the Commonwealth of Puerto Rico. The mission of the NCSL is to advance the effectiveness, independence, and integrity of the legislatures as equal coordinate branches of government; to foster interstate cooperation; to represent the states and their legislatures in the United States federal system of government; and to improve the organization, processes, and operations of the state legislatures as well as the knowledge and effectiveness of individual legislators and staffs; and to encourage the practice of high standards of personal and professional conduct by legislators and staffs.

NATIONAL CONGRESS FOR COMMUNITY ECONOMIC DEVELOPMENT
11 Dupont Circle, NW, Suite 325
Washington, DC 20036
(202) 234-5009
(202) 234-4510 fax
NCCD works to promote, support, and advocate for the community-based development industry and work to ensure that the resources required for assisting these communities are identified and distributed to help families and individuals achieve lasting economic viability.

NATIONAL GOVERNORS'
ASSOCIATION
444 North Capitol Street, Suite 267
Washington, DC 20001-1572
(202) 624-5300
(202) 624-5313 fax
web site: www.nga.org/
National Governors' Association (NGA) provides assistance to Governors and their staff across the broad spectrum of domestic policy. NGA has taken a leadership role in helping states design and implement strategies to meet Goal One of the National Education Goals: "By the year 2000 all children will start school ready to learn." Special attention has been given to identifying "best practices" based on research and states' experiences in improving access to prenatal and well-child care; integrating child care, Head Start, and public preschool; increasing parenting skills; engaging fathers in childrearing; increasing family stability; and reducing violence among children and youth.

NATIONAL HEAD START ASSOCIATION
Partnership Project

1651 Prince Street
Alexandria, VA 22314
(703) 739-0875
(703) 739-0878 fax
Web site: www.nhsa.org/
The National Head Start Association (NHSA) represents Head Start parents, staff, administrators, and friends. It is the only national organization dedicated exclusively to the concerns of the Head Start community. The Project's mission is to increase collaborative efforts in child care, family support, health care, access to private-sector resources, and public school transition. Major activities include education and advocacy on behalf of Head Start children, their families, and programs.

THE NATIONAL RESOURCE CENTER FOR FAMILY CENTERED PRACTICE
The University of Iowa, School of Social Work
112 North Hall
Iowa City, IA 52242-1223
(319) 335-2200
(319) 335-2204 fax
web site: www.uiowa.edu/~nrcfcp/
The Center has worked to develop state of the art family centered programs and practice in states and communities across the country and overseas. The Center provides technical assistance and training, conducts program evaluations, and provides information on a wide array of topics.

NATIONAL LEAGUE OF CITIES (NLC)
1301 Pennsylvania Avenue, NW
Washington, DC 20004
(202) 626-3030
(202) 626-3043 fax
e-mail: pa@nlc.org
The NLC represents 1,400 cities directly and 15,000 cities and towns through 49 state municipal leagues. It serves as an advocate for its members in Washington, DC; provides training and technical assistance to municipal officials; and undertakes research and policy analysis on issues of importance to the nation's cities. The Project on Children and Families in Cities is an ongoing effort to encourage and assist local officials in meeting the needs of children and families.

NATIONAL SCHOOL-AGE CARE ALLIANCE
C/O AYS (At Your School)
4720 N. Park Ave
Indianapolis, IN 46205
(317) 283-3817
(317) 283-3840 fax
The mission of National School-Age Care Alliance (NSACA) is to support professionals to provide quality care for children and youth during out-of-school time. Its goals include developing a strong affiliate network, promoting and developing national standards for the school-age care field, and increasing and impacting public policy development.

NATIONAL SCHOOL BOARDS ASSOCIATION 1680 Duke Street
Alexandria, VA 22314
(703) 838-6722
(703) 683-7590 fax
e-mail: info@nsba.org
The National School Boards Association is a not-for-profit organization with four basic objectives: 1) to advance the quality of education in the nation's public elementary and

secondary schools, 2) to provide informational services and management training programs to local school board members, 3) to represent the interest of school boards before Congress, federal agencies, and the courts, and 4) to strengthen local citizen control of the schools, whereby education policy is determined by school boards directly accountable to the community.

NATIONAL WOMEN'S LAW CENTER
11 Dupont Circle, NW, Suite 800
Washington, DC 20036
(202) 588-5180
(202) 588-5185 fax
The National Women's Law Center works to advance and protect women's rights. The Center focuses on major policy areas of importance to women and their families--including education, employment, income security, family support, and health and reproductive rights--with special attention to the concerns of low-income women. The Center has litigated groundbreaking cases and filed briefs in landmark Supreme Court decisions; advocated before state and federal policymakers to shape legislation and policies affecting women's lives; and educated the public about issues central to women.

NATIONAL YOUTH EMPLOYMENT COALITION (NYEC)
1001 Connecticut Ave, NW, Suite 732
Washington, DC 20036
(202) 659-1064
(202) 775-9733
NYEC, a nonprofit membership organization, has existed since 1979 to increase and promote opportunities for the education, employment, and training of disadvantaged youth. Through a range of activities aimed at disseminating information, monitoring legislation, providing technical assistance, and promoting collaborative efforts, the Coalition brings together 60 member organizations concerned with youth employment.

PARENTS AS TEACHERS
National Center, Inc.
10176 Corporate Square Drive, Suite 230
St. Louis, MO 63132
(314) 432-4330
(314) 432-8963 fax
e-mail: patnc@patnc.org
The primary goal of Parents as Teachers (PAT) is to empower parents to give their children the best possible start in life. It is based on the concepts that experiences in the beginning years of a child's life are critical in laying the foundation for school and life success, and that parents, as children's first teachers, are children's most influential teachers. The program covers child development and parent-child activities that encourage language and intellectual growth, curiosity, and social skills. The four components of the PAT program are: (1) personal visits by certified parent educators, (2) group meetings for parents, (3) annual development screenings coupled with parent and educator observations, and (4) assistance for parents in linking up with other services within their communities.

PROGRAM FOR COMMUNITY PROBLEM SOLVING
915 15th Street, NW
Suite 601
Washington, DC 20005
(202) 783-2961
(202) 347-2161 fax
e-mail: hn4777@handsnet.org

The Program for Community Problem Solving helps community leaders all over the country enhance their abilities to "get things done" with collaborative decision making tools. It assists communities in using collaborative approaches for a wide array of undertakings--such as long-range planning, service delivery, conflict resolution, program implementation, and problem solving. The ultimate goal of the Program is to help communities empower themselves and develop a civic culture that nurtures and supports inclusive collaborative decision making.

PUBLIC/PRIVATE VENTURES
One Commerce Square
2005 Market Street
Suite 900
Philadelphia, PA 19103
(215) 557-4400
(215) 557-4469 fax
web site: www.epn.org/ppv/
PPV works to shape strategies, program models and organizational practices that promote young people's success in education, life skills and employment. They test initiatives with sound research, mine the research results for policy and practice implications and communicate the findings to local, state and federal government decision-makers. To leaders of the business and non-profit sector, they create building blocks necessary to implement the new approaches and strengthen the institutions responsible for youth policies and services.

QUALITY EDUCATION FOR MINORITIES NETWORK (QEM)
1818 N Street, NW, Suite 350
Washington, DC 20036
(202) 659-1818
(202) 659-5408 fax
e-mail: qemnetwork@qem.org
The QEM Network is a nonprofit organization dedicated to improving education for minorities throughout the nation. The QEM Network seeks to serve as a national resource and catalyst to help unite and strengthen educational restructuring efforts to the benefit of minority children, youth, and adults, while advancing minority participation and leadership in the national debate on how to ensure access to a quality education for all citizens.

RAINBOW RESEARCH, INC.
621 West Lake Street
Minneapolis, MN 55408
(612) 824-0724
(612) 824-0429 fax
e-mail: rainbowresearch@mtn.org
Rainbow Research supports "socially concerned organizations" in response to social problems by: evaluation studies and projects which discover effective program design and practices that work in and for their communities, developing self-evaluation tools and user support services, and collaborating with diverse organizations to discover and communicate "what works."

ROUNDTABLE ON COMPREHENSIVE COMMUNITY INITIATIVES FOR CHILDREN AND FAMILIES
The Aspen Institute
345 East 46th Street, Suite 700
New York, NY 10017-3562
(212) 697-1261
(212) 697-2258 fax

The Roundtable on Comprehensive Community Initiatives for Children and Families of the Aspen Institute was established in 1992. Comprehensive community initiatives (CCIs) are neighborhood-based efforts that seek improved outcomes for individuals and families, as well as improvements in neighborhood conditions, by working comprehensively across social, economic, and physical sectors. The Roundtable is a forum in which people engaged in the field of CCIs--including foundation sponsors, directors, technical assistance providers, evaluators, and public officials--can meet to discuss lessons that are being learned by initiatives across the country and to work on common problems that they are facing.

SCHOOL-AGE CHILD CARE PROJECT
Center for Research on Women
Wellesley College
106 Central Street
Wellesley, MA 02181
(617) 283-2547
(617) 283-3657 fax
web site: www.wellesley.edu/cheever/saccp.html
The mission of the School-Age Child Care Project is to improve the quantity and quality of school-age child care programs nationally through collaborative work with communities, individuals, and organizations; and to raise the level of public awareness about the importance of children's out of-school time. It concentrates its efforts in four primary areas: research, education and training, consultations, and program development. For over 10 years, the Project's staff has served children, parents, child care program staff, school principals and supervisors, community leaders, and government officials.

SEARCH INSTITUTE
700 South 3rd Street, Suite 210
Minneapolis, MN 55415
1800-888-7828
(612) 376-8956 fax
web site: www.search-institute.org/
Search Institute is an independent, nonprofit organization dedicated to promoting the well-being of children and adolescents through scientific research, evaluation, consulting, training and the development of practical resources. They conduct scientific research studies of children and adolescents; evaluate child and adolescent programs and policies; communicate research and evaluation findings to youth-serving professionals, parents, policy makers and the general public; and translate research findings into products, training and other services.

UNITED STATES CONFERENCE OF MAYORS
1620 Eye Street, NW, Suite 400
Washington, DC 20006
(202) 293-7330
(202) 293-2352 fax
web site: www.usmayors.org/uscm/
Founded in 1932, the U.S. Conference of Mayors is the official nonpartisan organization of the more than 900 cities with a population of 30,000 or more. Each city is represented in the Conference by its chief elected official, the mayor. The principal role of the Conference of Mayors is to aid the development of effective national urban policy, to serve as a legislative action force in federal-city relations, to ensure that federal policy meets urban needs, and to provide mayors with leadership and management tools of value to their cities.

UNITED WAY OF AMERICA

701 North Fairfax Street
Alexandria, VA 22314-2045
(703) 683-7835
(703) 549-9152 fax
United Way's Mobilization for America's Children is dedicated to "ensuring the birthright of hope for America's children by uniting communities to speak on their behalf." The initiative, which has a 20-year life-span, is pursuing its mission through community-based coalition building, public-education campaigns, and advocacy efforts. Partners in this effort include the Coalition for America's Children and the Coalition of Community Foundations for Youth.

THE URBAN INSTITUTE
2100 M Street, NW, 5th Floor
Washington, DC 20037
(202) 833-7200
(202) 429-0687 fax
The Urban Institute is a nonprofit research organization established in 1968. The staff investigates the social and economic problems confronting the nation and government policies and public and private programs designed to alleviate them. Institute researchers analyze pending legislation, serve as expert witnesses before Congressional committees, and advise members of the executive and legislative branches, the media, and other interested groups.

WIDER OPPORTUNITIES FOR WOMEN (WOW)
815 15th Street, NW, Suite 916
Washington, DC 20005
(202) 638-3143
(202) 638-4885 fax
e-mail: vstaples@w-o-w.org
WOW is a national women's employment organization that works to achieve equality of opportunity and economic independence for women. WOW coordinates the Women's Work Force Network, connecting 450 local employment and training programs and serving 300,000 women each year. WOW's resources include program models and technical assistance guides related to combining literacy and employment training for single mothers.

YOUTH LAW CENTER
114 Sansome Street, Suite 950
San Francisco, CA 94104
(415) 543-3379
(415) 956-9022 fax
Youth Law Center is a private, nonprofit law firm working nationwide to protect the rights of children. The Center works on legislative advocacy; class action law suits; education and training; and publication in the areas of juvenile justice, child welfare, health, special education, and coordinating services.

ZERO TO THREE
National Center for Infants, Toddlers and Families
734 15th Street, NW, Suite 1000 Washington, DC 20005-1013
(202) 638-1144
(202) 638-0851 fax
(800) 899-4301 Publications
ZERO TO THREE's mission is to advance the healthy development of America's babies and young children. This organization strengthens and supports professionals, policymakers, and parents.

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